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ABSTRACT

The Kansas Migrant Education Program is a supplement to the regular school curriculum, designed to increase the academic achievement of migratory children. Projects include remedial and compensatory instruction, academic and vocational instruction, bilingual and multicultural educational services, special counseling and testing services, preschool services, and special instructional resource purchase or development. The program may also provide services in the areas of health, nutrition, and development of social skills to enable migratory children to participate effectively in instructional services. Uniform educational programing and transfer of records procedures are also program priorities. This document is the program's 1988 plan to serve an estimated 5,830 migratory children and application for federal funds. The plan outlines program objectives in the areas of: (1) needs assessment; (2) identification and recruitment of all eligible migrant children; (3) student instruction; (4) staff development; (5) the migrant student record transfer system; (6) parent involvement; (7) interstate, intrastate, and interagency cooperation; (8) support services; (9) early childhood education; and (10) migrant education summer programs. The report includes budget information, locations of migrant projects in 1986, eight tables detailing participation and test score improvement in 1985-86, and evaluation of objectives in the 1985-86 program plan. Appendices explain state and local assurances of compliance with federal civil rights regulations, outline the migrant education monitoring and enforcement plan, list staff development and inservice workshops in 1985-86, and define terms. (SV)

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ANNUAL MIGRANT EDUCATION PROGRAM PLAN FOR FISCAL YEAR 1988

(Chapter 1)

Education Consolidation and Improvement Act

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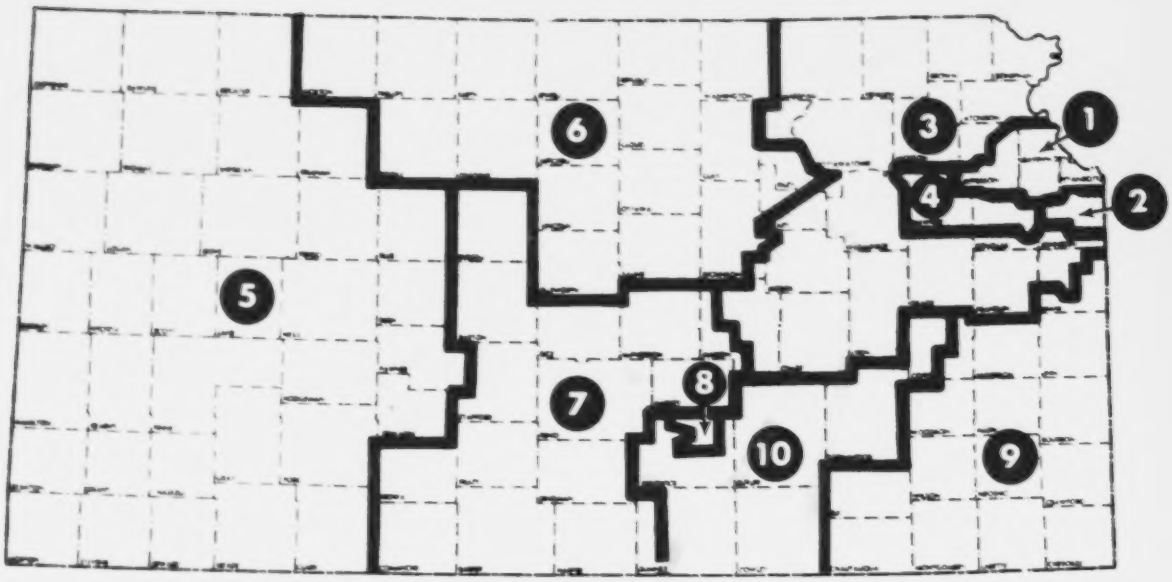

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Application for Federal Financial Assistance
Under Chapter 1 ECIA
Migrant Education Basic Formula Grant Program

1. Request for Federal Assistance

   The State of Kansas hereby requests its entitlement of funds as authorized by Section 554(a) of Chapter 1 of the Education Consolidation Act of 1981 (ECIA).

2. State Applicant (list the State agency to whom the funds will be awarded)

   Applicant: Kansas State Department of Education

   Street Address/P.O. Box: 120 East 10th Street

   City, State, and Zip Code: Topeka, KS 66612

   Federal Employer Identification Number: 48-602-9925

   Contact Person (name & title): Juan Rocha, Specialist

   Telephone Number: 913-296-3161

3. Estimated Number of Persons Benefiting

   Number of migratory children to be served during the project period: 5,830

4. Certification

   To the best of my knowledge and belief, data in this application are true and correct. The document has been duly authorized by the governing body of the applicant and the applicant will comply with the requirements of Chapter 1, ECIA Migrant Education Basic Formula Grant Program, and the attached assurances contained in Section I of this application.

Name and Title: Dale M. Dennis, Acting Commissioner of Education

Dale M. Dennis

Signature

April 14, 1987

Date

FOREWORD

To meet the educational, health, and nutritional needs of approximately 6,400 migrant children who reside full or part time in Kansas, the State Department of Education provides the Migrant Program under Chapter 1, ECIA. The Kansas program includes quality learning experiences for each migrant student as well as nutrition and health services. The *Migrant Education State Plan for Fiscal Year 1988* delineates the objectives and activities for implementing the program.

Because education is only one of the many special needs of the migrant children, the assistance of other State agencies, such as the Department of Social and Rehabilitation Services and of Health and Environment, is essential. As noted in the plan, the Department makes special effort to encourage cooperation among and coordination of services to migrant families. Through the effort of all those concerned with the migrant population, the opportunities for all children to obtain a quality education are improved.

Harold Blackburn
Commissioner of Education

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INTRODUCTION

The cultivation and harvest of fruit and vegetable crops in the United States requires seasonal labor. These labor requirements are often met by migrant farm workers who travel from area to area as crops are ready to be cultivated or harvested. Many of these workers travel with their entire families. Often both parents and children work in the field.

The mobility, poverty, and minority status of these families, as well as the employment of young children, pose serious problems for the education of the children. Equally difficult are the problems faced by community schools which must cope with sizable temporary and seasonal increases in their enrollment while migrant families are living in their communities.

During their limited time in school, migrant children are often confined by racial bias, social stigmas, and inability to communicate with classmates or school staff. As a result of these handicaps, migrant students soon become two or more years behind non-migratory students the same age in academic and social development. Many drop out of school in despair to look for employment. Too often employment means working with their parents in the field at subsistent wages. With limited education, a language barrier, and few social contacts, following the vocation and lifestyle of their parents is the only option available.

The Kansas Migrant Education Program was developed to assist approximately 6,400 migrant students in overcoming these obstacles to a more promising future. Through individualized and bilingual instruction, effective transfer of student records, parent involvement, and increased opportunities for experiences which expose these students to the world around them, the program will assist students in identifying options. It is the intent of the migrant program to allow each child to experience success and a feeling of pride in his/her heritage and accomplishments. It is felt that increased achievement will encourage the migrant children to remain in school for longer periods of time and to gain the skills necessary for a life outside the migrant cycle. All migrant children demonstrating need will be provided appropriate services.

BACKGROUND

One of the major involvements by the Federal government in the area of public education was the Elementary and Secondary Education Act, passed in 1965. Since the Act was conceived at a time when civil rights were a prominent issue, Congress was concerned with including guidelines in this Act for bringing about social change through education. Title I, ESEA, was included to provide funding for the special educational needs of children who were economically and educationally deprived. The intent of Title I was to bring deprived children up to an educational level consistent with other children the same age through concentrated, special, educational programs.

Title I was developed to increase the basic skills achievement of educationally disadvantaged children. Due to limited funding and the mobility of migrant children, Title I was not as successful in serving migrant children as it was in meeting the educational needs of non-migrant children. Historically, migrant children have a high incidence of absenteeism. In some cases they are kept out of school each year to work in the fields, to babysit with younger children, or to help move the family to the next work station. Some of these children were forced to sacrifice their physical, emotional, and intellectual futures for family survival. Cultural and language barriers made it difficult for some of them to make significant educational progress during the time they did attend school. Health and educational records seldom "caught up" with the students because of their frequent moves; therefore, school officials had no way of knowing about previous schooling or special needs. No well-developed program was available to identify or to help them.

To remedy this deficiency in Title I, Congress added an amendment to the Title in 1966. The purpose of the amendment was to offer states grant money for providing special educational opportunities to migrant students. The Kansas Department of Education applied for and received a migrant grant during that year to improve educational opportunities for children of migratory agricultural workers in the state. The Department then began appropriating the money to local school districts so that they could serve migrant children, according to need, in the following order of eligibility:

1. school-aged currently migratory children
2. school-aged formerly migratory children
3. preschool currently migratory children
4. preschool formerly migratory children

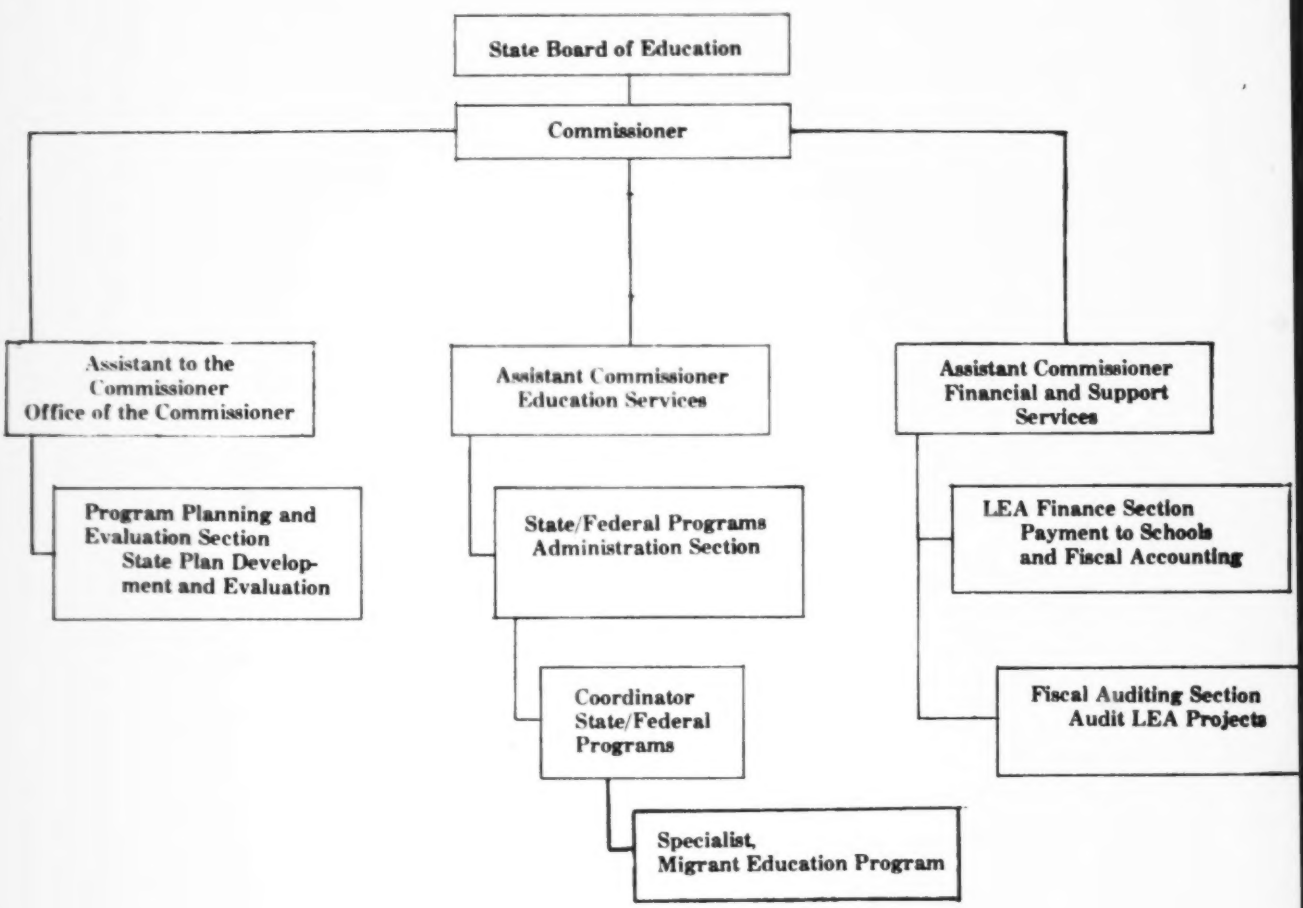
In 1981, Title I was incorporated into Chapter 1, Education Consolidation Improvement Act P.L. 97-35. Similar to other Chapter 1 programs, the Department's Migrant Education Program is a supplementary program to the regular school curriculum. It is designed to increase achievement of migratory children functioning below grade level through individualized, concentrated educational plans. Projects under this program include remedial and compensatory instruction; academic and vocational instruction; bilingual and multicultural educational services; special guidance, counseling, and testing services; preschool services; and special instructional resource purchase or development. All project activities are designed primarily to increase the children's readiness for instruction in the basic academic skills; however, support services in the areas of health, nutrition, and the development of social skills may be provided if it is determined that these services are necessary to enable eligible migratory children to participate effectively in instructional services and if other Federal and State programs are not able to provide sufficient services. Uniform educational programming and transfer of records procedures, both interstate and intrastate, are also program priorities.

Approximately 5,000 migrant children were identified in Kansas throughout the calendar year 1985 and 4,275 of these migrant children received services in 25 regular programs and 10 summer programs of the Kansas Migrant Education Program. In addition, the number of *settled out*• migrant students increased to 67 percent of the migrant population.

• A child who was eligible to be counted and served as a currently migratory child within the past five years, but is not now a currently migratory child

The education program specialist of the Department who is responsible for the Migrant Education Program reports directly to the State and Federal Programs coordinator who is in charge of Chapter 1. In Kansas, the administration of the Migrant Education Program is depicted in the following chart.

Administration of Migrant Education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Coordinator State/Federal Programs
Specialist, Migrant Education Program
Assistant Commissioner Financial and Support Services
LEA Finance Section
Payment to Schools and Fiscal Accounting
Fiscal Auditing Section
Audit LEA Projects

SECTION I

ASSURANCES

*ASSURANCE OF COMPLIANCE WITH THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE REGULATIONS UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

Kansas State Department of Education (hereinafter called the "Applicant")

(Name of Applicant)

HEREBY AGREES THAT it will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and all requirements imposed by or pursuant to the Regulation of the Department of Health, Education, and Welfare (45 CFR Part 80) issued pursuant to that title, to the end that, in accordance with Title VI of that Act and the Regulation, no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the Applicant receives Federal financial assistance from the Department; and **HEREBY GIVES ASSURANCE THAT** it will immediately take any measures necessary to effectuate this agreement.

If any real property or structure thereon is provided or improved with the aid of Federal financial assistance extended to the Applicant by the Department, this assurance shall obligate the Applicant, or in the case of any transfer of such property, any transferee, for the period during which the real property or structure is used for a purpose for which the Federal financial assistance is extended or for another purpose involving the provision of similar services or benefits. If any personal property is so provided, this assurance shall obligate the Applicant for the period during which it retains ownership or possession of the property. In all other cases, this assurance shall obligate the Applicant for the period during which the Federal financial assistance is extended to it by the Department.

THIS ASSURANCE is given in consideration of and for the purpose of obtaining any and all Federal grants, loans, contracts, property, discounts or other Federal financial assistance extended after the date hereof to the Applicant by the Department, including installment payments after such date on account of applications for Federal financial assistance which were approved before such date. The Applicant recognizes and agrees that such Federal financial assistance will be extended in reliance on the representations and agreements made in this assurance, and that the United States shall have the right to seek judicial enforcement of this assurance. This assurance is binding on the Applicant, its successors, transferees, and assignees, and the person or persons whose signatures appear below are authorized to sign this assurance on behalf of the Applicant.

April 14, 1987

(Dated)

Kansas State Department of Education

(Applicant)

By _____

(President, Chairman of Board, or comparable authorized official)

120 East Tenth Street

Topeka, Kansas 66612

(Applicant's mailing address)

HEW-441
(12-44)

*See Appendix A

Local Education Agency

Each local education agency receiving funding under the Migrant Education Program must provide assurance that the agency --

1. will participate with the Kansas State Department of Education in yearly needs assessment and student identification activities
2. will coordinate its benefits and services in migrant education with the benefits and services which are or may be available through other public and private agencies, organizations, or individuals
3. will keep accurate records of the amount and disposition of all monies received for the migrant education program, submit an annual fiscal report, and make the financial records and all other pertinent documents available to parents, teachers, and other members of the general public
4. will conduct an evaluation of the project using measurable objectives, the results of which will be utilized in planning for and improving projects and activities carried out under the Migrant Education Program in subsequent years
5. will establish a parental involvement component to assist in the planning and evaluation of the migrant education program and to provide parental reinforcement of student effort
6. will use migrant education funds to supplement and not supplant regular non-Federal funds
7. will utilize the Migrant Student Record Transfer System to disseminate educational and health histories of migrant students

State Education Agency

Assurance is hereby given by the state education agency that --

1. the Chapter 1 Migrant Education Program will be administered and carried out in a manner consistent with all applicable statutes, regulations, program plans, and objectives
2. funds received under this program will be used only for programs and projects designed to meet the special educational needs of the migrant student population
3. all programs or projects funded under the Migrant Education Program will be of sufficient size, scope, and quality as to give reasonable promise of substantial progress toward meeting the special educational needs of the children being served
4. the State will adopt and use proper methods of administering each applicable program, including --
   (a) annually monitoring agencies responsible for carrying out each program and enforcing any obligations imposed on those agencies
   (b) providing technical assistance and inservices
   (c) encouraging the adoption of promising or innovative educational techniques
   (d) disseminating throughout the state and to other states information on program requirements, objectives, and successful practices
   (e) disseminating through the Migrant Student Record Transfer System educational and health histories of migrant students
   (f) correcting deficiencies in program operations that are identified through monitoring or evaluation
5. the State will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to the State under this program

SECTION II
OBJECTIVES

To implement the Migrant Education Program, the State Department of Education has developed and will fulfill the following objectives and activities. Evaluation and documentation criteria have been included to assist in determining the completion of these objectives which are grouped in the following categories: needs assessment; identification and recruitment; student instruction; staff development; Migrant Student Record Transfer System; parent involvement; interstate, intrastate, and interagency cooperation and dissemination; support services; early childhood; and migrant education summer programs.

The Migrant Education Program will ensure the basic objectives of maintenance of effort; comparability of services; and supplementing of non-Federal assistance are met through the application process, on-site monitoring, and evaluation process.

The State education agency will carry out the following responsibilities through the Kansas Migrant Resource Center utilizing program funds:

1. identification and recruitment (I & R) component
2. the Migrant Student Record Transfer System (MSRTS) terminal
3. regional and local MSRTS I & R inservices
4. functions of the State Parent Advisory Council (PAC)
5. intrastate, interstate, and interagency coordination and dissemination
6. staff development
7. needs assessment
8. evaluation

NEEDS ASSESSMENT

Need

Rules and regulations governing the Migrant Education Program mandate the State Department of Education to conduct an annual statewide needs assessment.

Successes in migrant programs create new needs. As a result of the services provided for migrant parents and their children, the chances increase that children will come to school younger, stay in school longer, and be more eager to learn; that parents may take advantage of educational opportunities themselves so that they can change occupations; and that occupational changes will cause an increase in the number of *settled out*• migrant families. As situations of the migrant family change, the migrant programs must change if they are to remain a viable means of meeting the migrant needs. The results of the needs assessment and evaluation will be used to modify and adjust programs to better meet the needs of migratory children. The results will also determine the amount of the subgrant to the LEA or other operating agency.

Objective 1: By August 31, 1988, the Migrant Education Program will conduct a needs assessment to help analyze the focus of the Migrant Education Program.

Purpose: To provide accurate information in a proper form that will allow the State Department of Education to meet the objectives of the program.
Impact: State and local migrant education staff will have more accurate information to provide a program delivery system for parents and students.
Evaluation: Diagnostic prescriptive instruments as well as monitoring reports and data collection instruments will be completed and provided by migrant staff.
Documentation: Completion of this objective shall be evidenced by the needs assessment report on file in the State and Federal Programs Administration Section.

• A child who was eligible to be counted and served as a currently migratory child within the past five years, but is now a currently migratory child.

IDENTIFICATION AND RECRUITMENT

Need

Rules and regulations governing the Migrant Education Program mandate that the State Department of Education describe in its plan the State's strategy for identifying and recruiting all eligible migrant children in the state. This is fundamental to the success of the Migrant Education Program in general.

There continues to be evidence of need in the following areas:

1. identification and recruitment of migrant students in those areas of the state where migrant activity is anticipated
2. completion of eligibility and enrollment forms for migrant children, particularly during the contact periods
3. referral information regarding health, welfare, and educational services
4. inservice and training to be provided by identification and recruitment staff to local school district staff who are directly involved in interpreting eligibility criteria, as well as certifying migrant children eligible for program services
5. updated certificates of eligibility (COE) and student records of the Migrant Student Record Transfer System (MSRTS)

The MSRTS I & R manager at the Kansas Migrant Resource Center will oversee all state I & R activity and is directly responsible to the Migrant Education Program specialist of migrant education. The State's plan for identifying and recruiting all currently and formerly migratory children is implemented with a two-tiered organizational structure, local project and State levels. At the local project level, each project is required to maintain a recruiter on staff, full-time or part-time. The recruiter will identify all migratory children in the geographic area served by the local project.

All identification and recruitment activity and procedures are coordinated by the MSRTS I & R manager in cooperation with local project coordinators. Coordination of I & R activity is ensured by inservices, technical assistance, COE audits, and on-site monitoring.

At the State level (Kansas Migrant Resource Center), temporary recruiters are contracted to identify and recruit currently and formerly migratory children in geographic areas which do not have a local project and do show anticipated migrant activity. The ultimate goal of such activity at the State level is to establish local projects to meet the needs of the currently and formerly migratory children in accordance with service priority and needs assessment in these areas.

Objective 1: By August 31, 1988, the Migrant Education Program will provide identification and recruitment assistance to at least ten school districts or applicant agencies with currently migratory children (between ages 5-17 and preschool ages of 0-4) of parents who are migratory agricultural workers or migratory fishers.

Purpose: To ensure that all currently migratory children who are eligible to be served in a school district's migrant education program, or who are of preschool age, are identified during contact periods and enrolled in the MSRTS.

Impact: This effort will assist school districts in identifying and recruiting migrant children in a prompt manner.

Evaluation: This objective can be evaluated by reviewing COEs and monthly summaries maintained in the State and Federal Programs Administration Section.

Documentation: Completion of this objective shall be evidenced by COEs on file in the Migrant Resource Center.

Objective 2: By August 31, 1988, the Migrant Education Program will assume full responsibility for validating eligibility of, and enrolling in the MSRTS, all migrant students (ages 5-17) residing in non-project areas.

Purpose: To ensure that all migrant children (ages 5-17) residing within non-project school districts are enrolled in the MSRTS and to encourage the districts to implement programs for these students.

Impact: All migrant children will be currently enrolled in the MSRTS to minimize loss of educational opportunities due to mobility.
Evaluation: This objective will be evaluated by the accuracy, timeliness, and completeness with which these migrant children are enrolled in the MSRTS.
Documentation: Completion of this objective shall be evidenced by eligibility reports on file in the Migrant Resource Center and reports on file in the State and Federal Programs Administration Section.

Objective 3: By August 31, 1988, the Migrant Education Program will verify for eligibility all COEs submitted by migrant-funded projects. Of these, 10 percent will be reviewed in detail and a 5 percent sample of families will be interviewed to examine eligibility.

Purpose: To ensure that all students identified and served in migrant education programs are eligible to be served.
Impact: The number of ineligible students will be reduced, thus decreasing the probability of audit exceptions in local school district projects.

Evaluation: This objective will be evaluated by copies of letters sent to districts noting errors, corrections, and/or commendations regarding accuracy of COEs.
Documentation: Completion of this objective shall be evidenced by the results of COE reviews found in individual school district files in the State and Federal Programs Administration Section.

Objective 4: By August 31, 1988, the Migrant Education Program will provide training to staff needing assistance in selected topics such as identification and recruitment techniques, completion of COEs, and eligibility coordination of identification and recruitment among agencies.

Purpose: To ensure that all staff in the program responsible for identification and recruitment are familiar with identification and recruitment techniques, including the completion of COEs and rules governing the eligibility of students.
Impact: Staff will be able to carry out their identification and recuitment responsibilities properly.
Evaluation: This objective will be evaluated by the accuracy, timeliness, and completeness with which COEs are completed.
Documentation: Completion of this objective shall be evidenced by COE completion reports and program review reports on file in the State and Federal Programs Administration Section and the Migrant Resource Center.

Objective 5: By August 31, 1988, the Migrant Education Program will conduct two regional one-day staff development workshops for school district staff to include the acquisition of communication skills and techniques to interact with migrant parents and staff.

Purpose: To assist school district staff in learning staff development skills that will help them communicate with migrant parents.
Impact: School district staff will be able to better communicate with migrant parents.
Evaluation: A questionnaire will be developed by identification and recruitment staff for completion by school district staff in order to assess the effectiveness of each training session.
Documentation: Completion of this objective shall be evidenced by an end-of-year evaluation report as submitted to the State and Federal Programs Administration Section, and agenda, questionnaires, rosters, and records kept on file in the Migrant Resource Center.

Objective 6: By August 31, 1988, the Migrant Education Program will assist school district personnel in determining the locations of migrant students who are believed to have dropped out of school.

Purpose: To assist school district personnel in establishing a process through which it can be determined whether migrant students have dropped out of school or have not been identified.
Impact: A more reliable system of counting migrants who have dropped out of school will be established at the local level and statewide.
Evaluation: This objective will be evaluated by reviewing COEs on file and summaries of projects maintained.
Documentation: Completion of this objective shall be evidenced by COEs on file in the Migrant Resource Center and summaries of projects as submitted to and maintained in the State and Federal Programs Administration Section.

Objective 7: By August 31, 1988, the Migrant Education Program will ensure that school district and applicant agency staff have identified, recruited, enrolled, and or revalidated the eligibility of all migrant children residing in their school district and agency.

Purpose: To ensure that all migrant children residing within migrant project school districts or applicant agencies are enrolled in migrant education programs and that MSRTS records are established and or updated.
Impact: All migrant children will be currently enrolled in migrant education programs and MSRTS to minimize loss of educational opportunities due to mobility.
Evaluation: This objective will be evaluated by the accuracy, timeliness, and completeness with which COEs and MSRTS enrollment updates are completed.
Documentation: Completion of this objective shall be evidenced by program monitoring reports and COEs on file in the State and Federal Programs Administration Section and Migrant Resource Center.

Objective 8: By August 31, 1988, the Migrant Education Program will ensure that school district staff and nonprofit agency staff have referred those migrant families needing assistance and or social services, as identified by home visitors, to the appropriate agency(ies) and or school district.

Purpose: To provide assistance to families needing referrals so that conditions that keep children from participating in instruction can be minimized.
Impact: Migrant children will have fewer social concerns while attending school in a migrant education program.
Evaluation: This objective will be evaluated by referrals logged by home visitors.
Documentation: Completion of this objective shall be evidenced by program evaluation reports on file in the State and Federal Programs Administration Section and Migrant Resource Center.

STUDENT INSTRUCTION

Need

The majority of migrant students function below national and state averages in all academic areas. The inability to be successful in school and to graduate is not always determined by the academic deficiencies of any student. A major factor, mobility during the school year, greatly impacts the continuity of educational services to migrant children. There is, therefore, a need to assess each student and to develop an educational plan which best addresses those identified needs of migrant children, with specific emphasis given to children of currently migratory agricultural workers. Priority for services shall be in the following order:

1. school-aged currently migratory children
2. school-aged formerly migratory children
3. preschool currently migratory children
4. preschool formerly migratory children

This priority of services is ensured by statewide monitoring reports, evaluation, and program application information in conjunction with the needs assessment.

Reading, oral language development, and mathematics have been established as priority areas of instruction as a result of the annual needs assessment. These content areas have also been designated by the State directors of migrant education, in conjunction with the Office of Migrant Education on the Federal level, as the target areas for the MSRTS, Skills-Based Information System.

The transition from the learning to the application of basic skills in the core curriculum areas must be addressed. In order to address this need, appropriate staff, instructional materials, and equipment must be available for the instruction of the students.

Services to eligible migratory children enrolled in private schools will be provided based upon service priority and needs assessment. Children identified as meeting the criteria will be transported to the nearest migrant education center for service comparable to those students enrolled in local public schools.

Objective 1: Reading Individualized Criterion Reference Test (ICRT). By August 31, 1988, the Migrant Education Program will financially support local school districts in the development of reading programs to be offered migrant children in response to the assessed needs.

Purpose: To support ICRT and reading instruction programs coordinated with and complementary to the regular school program and designed to meet the educational needs of migrant students.
Impact: These programs will facilitate the development of reading skills of migrant children.
Evaluation: This objective shall be evaluated as part of the annual end-of-year evaluation.
Documentation: Completion of this objective shall be evidenced by technical assistance records and evaluations on file in the State and Federal Programs Administration Section.

Objective 2: Oral Language Development. By August 31, 1988, the Migrant Education Program will financially support local school districts in the development of oral language development programs to be offered to migrant children.

Purpose: To support instruction in oral language development in programs coordinated with and complementary to the regular school program and designed to meet the educational needs of migrant students.
Impact: These programs will facilitate the development of language skills of migrant children.
Evaluation: This objective shall be evaluated as part of the annual end-of-year evaluation.
Documentation: Completion of this objective shall be evidenced by technical assistance records and evaluations on file in the State and Federal Programs Administration Section.

Objective 3: Mathematics. By August 31, 1988, the Migrant Education Program will financially support local school districts in the development of mathematics programs to be offered to migrant children.

Purpose: To support mathematics instruction in programs coordinated with and complementary to the regular school program and designed to meet the educational needs of migrant students.
Impact: These mathematics programs will facilitate the development of mathematics skills of migrant children.
Evaluation: This objective shall be evaluated as part of the annual end-of-year evaluation.
Documentation: Completion of this objective shall be evidenced by technical assistance records and evaluations on file in the State and Federal Programs Administration Section.

STAFF DEVELOPMENT

Need

As evidenced by the Migrant Resource Center survey, teacher training remains a high priority of the Migrant Education Program. Project reports, surveys, and classroom visitations reveal that teachers need inservice training to develop better general teaching skills and techniques in reading, mathematics, ICRT testing, English as a second language, oral language development, selection of bilingual materials, use of equipment, computer-assisted instruction, and cultural awareness in migrant children. In particular, there is a need to provide continued awareness to teachers, teacher-aides, counselors, principals, and other administrators, parents, and the general public of the need for continuity in and coordination of instruction with related services to migrant children. Only through staff who are educationally prepared to work with migrant children can this objective be achieved. Workshops designed to meet these identified needs will be planned and scheduled in consultation and in conjunction with the local school districts.

Objective 1: By August 31, 1988, the Migrant Education Program will make reading inservice workshops and classes, on a regional basis, available to migrant-funded teachers and aides and teachers of migrant children in participating school districts.

Purpose: To provide assistance to staff responsible for the teaching of reading with support in developing techniques, skills, materials, and equipment to meet the individualized reading needs of migrant children.
Impact: Migrant Education Program-funded instructional personnel will acquire necessary skills to develop reading programs of instruction which are responsive to the needs of migrant children, particularly non-English speaking children.
Evaluation: Trainers will develop and administer an evaluation questionnaire to participants to determine the effectiveness of the workshops. Recorded observations of reading projects visited will be maintained to determine the extent to which workshop recommendations have been implemented by participating school district staff.

Documentation: Completion of this objective shall be evidenced by agenda/class rolls, technical assistance records, and evaluations written by teachers and aides and kept on file in the State and Federal Programs Administration Section.

Objective 2: By August 31, 1988, the Migrant Education Program will make ICRT and/or oral language development inservice workshops available to migrant education-funded teachers, aides, administrators, and teachers of migrant children.

Purpose: To provide assistance to staff responsible for the ICRT testing and/or oral language development with support in developing techniques, skills, materials, and equipment to meet the assessed needs of migrant children.
Impact: Teachers funded by State and/or the Migrant Education Program who attend the workshop will acquire necessary skills to administer the ICRT test and/or oral language development programs of instruction which are responsive to the needs of migrant children.
Evaluation: Trainers will develop and administer an evaluation questionnaire to participants to determine the effectiveness of the workshops. Recorded observations of the ICRT and/or oral language development projects visited will be maintained to determine the extent to which workshop recommendations have been implemented by school district staff.
Documentation: Completion of this objective shall be evidenced by agenda/class rolls, technical assistance records and evaluations on file in the State and Federal Programs Administration Section.

Objective 3: By August 31, 1988, the Migrant Education Program will collect and/or purchase, develop, and/or adapt materials and equipment for use in classrooms in reading, oral language development, English as a second language, and mathematics.

Purpose: To provide a means through which staff can review and identify teaching materials and equipment specifically designed to address the needs of migrant children.
Impact: A comprehensive selection of materials and equipment will be available for school district staff review and temporary loan for their own migrant education programs.
Evaluation: A questionnaire will be developed and administered to migrant education staff to determine the extent of purchases made and the degree to which this assistance has been of value.
Documentation: Completion of this objective shall be evidenced by material/equipment approval forms, technical assistance records, and evaluations on file in the State and Federal Programs Administration Section.

Objective 4: By August 31, 1988, the Migrant Education Program will make home/school communication inservice workshops available on a regional basis to migrant-funded teachers and aides and other teachers of migrant children in at least 50 percent of participating applicant agencies.

Purpose: To provide assistance and support to staff enabling them to more effectively communicate with parents of migrant children.
Impact: Staff will be better prepared to serve the needs of migrant students.
Evaluation: Appropriate staff will conduct a survey of participants to evaluate the workshops' effectiveness.
Documentation: Completion of this objective shall be evidenced by attendance reports on file in the State and Federal Programs Administration Section.

Objective 5: By August 31, 1988, the Migrant Education Program will make inservice available to migrant-funded regular and summer preschool programs in the areas of staff development, classroom management, and diagnostic/prescriptive activities in the development of psychomotor, cognitive, and personal/interactional skills.

Purpose: To provide assistance and support to staff in developing teaching techniques and materials.
Impact: This will provide well-rounded, planned, diagnostic/prescriptive programs which are responsive to migrant children.
Evaluation: Staff will be observed on a periodic basis, by using an instrument specially designed by early childhood education staff, so that the degree to which training skills are applied in the teaching of children can be assessed.
Documentation: Completion of this objective shall be documented by reports on file in the State and Federal Programs Administration Section.

Objective 6: By August 31, 1988, the Migrant Education Program will make available funds to provide credit hour fees for at least twenty staff members of migrant projects to attend institutions of higher education to enhance teaching skills associated with the migrant projects.

Purpose: To upgrade the teaching skills and, as a consequence, improve the migrant education-funded professional staff.
Impact: College and university-trained staff will be capable of providing more qualified instruction to migrant students.
Evaluation: Results of inservice provided to staff will be reviewed in the annual end-of-year evaluation report submitted by participating school districts.
Documentation: Completion of this objective shall be evidenced by end-of-year evaluation reports, development plans, and transcripts on file in the State and Federal Programs Administration Section.

MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS)

Need

The Education Consolidation and Improvement Act mandates that the MSRTS shall be maintained to (a) facilitate the transmittal of health and educational records for children of migratory workers and (b) be the basis for determining fund entitlements and allocations to states participating in the Migrant Education Program.

In 1968 the United States Office of Education (USOE) and the State directors of migrant education determined that continuous academic and health records of migrant children were not being transferred from school to school within, between, and among states, and that this situation contributed to the failure of migrant students. The MSRTS was created to assure transmittal of migrant student records. In 1979 the USOE and the National Association of State Directors of Migrant Education, after three years of work in developing such a system, designed and implemented a skills identification, recording, and transmittal program for reading, mathematics, oral language, and early childhood education. The addition of this information is intended to ensure that detailed, prompt, and relevant academic information will now be available to teachers who serve migrant children and are employed either directly in the Migrant Education Program or through State basic education funds.

Because of the large turnover rate of school district personnel and the continuous changes in the national MSRTS, there is a need to provide continuous inservice to the migrant education staff.

There is a need to maintain a staff which will ensure that all pertinent student record information is transmitted to the MSRTS in Little Rock, Arkansas, on a daily basis. The success of the Kansas Migrant Education Programs MSRTS operation continues to depend on this structure. The MSRTS/I&R manager at the Kansas Migrant Resource Center oversees all MSRTS operations in the state and is directly responsible to the Migrant Education Program specialist.

A monthly report, prepared by MSRTS staff and containing enrollment and withdrawal information of migrant students and records of their participation in migrant and non-migrant funded support and academic programs, is forwarded to the State and Federal Programs Administration Section and to local school districts by the Migrant Resource Center. There is a need to provide this information for purposes of State program planning.

Objective 1: By August 31, 1988, the Migrant Education Program will ensure that 100 percent of identified migrant children enrolled in the 1987-88 school year have been enrolled in the MSRTS.

Purpose: To provide current health, skills, and academic data on each migrant child in Kansas.
Impact: This will allow each migrant child to have on the MSRTS a record which can provide the opportunity for the continuity of educational information for each student and for program design; it also ensures a more accurate basis for determining the funding allocation of Kansas.
Evaluation: Evaluation will be based on accuracy of back-up data and MSRTS student record forms in school districts.
Documentation: Completion of this objective shall be evidenced by MSRTS reports of school districts on file in the State and Federal Programs Administration Section.

Objective 2: By August 31, 1988, the Migrant Education Program will ensure that 100 percent of identified migrant children enrolled in the 1988 summer school have been enrolled in the MSRTS.

Purpose: To provide current health, skills, and academic data on all migrant children in Kansas.
Impact: This will provide for the continuity of educational information for each student and for program design and ensure a more accurate basis for determining the funding allocation of Kansas' summer program.
Evaluation: Evaluation will be based on accuracy of back-up data and MSRTS student record forms in the school districts.
Documentation: Completion of this objective shall be evidenced by MSRTS reports of school districts on file in the State and Federal Programs Administration Section.

Objective 3: By August 31, 1988, the Migrant Education Program will submit accurately to the MSRTS center all updated information collected by school district personnel for currently-migratory and first and second year formerly-migratory students.

Purpose: To assure that student information being submitted to the MSRTS follows the priority criteria set by migrant programs and is entered accurately by school district personnel
Impact: MSRTS personnel will be able to determine the accuracy of information being submitted by school district personnel.
Evaluation: Information being submitted by the school district office will be reviewed to determine its accuracy.
Documentation: Completion of this objective shall be evidenced by an end-of-year evaluation report.

Objective 4: By August 31, 1988, the Migrant Education Program will provide one state and two regional MSRTS training workshops and follow-up inservice visits to school district personnel and migrant education-funded staff.

Purpose: To provide school district personnel with current MSRTS requirements and technical assistance to improve the efficiency and effectiveness of the system.
Impact: Better trained school district personnel who are kept current on changing MSRTS requirements and who are provided additional skills will be able to update student information more accurately and promptly.
Evaluation: The MSRTS will develop and administer an evaluation questionnaire to determine the effectiveness of each session and will observe and record on-site reviews of school district MSRTS components to determine the extent to which workshop recommendations have been implemented.
Documentation: Completion of this objective shall be evidenced by agendas on file in the Migrant Resource Center.

Objective 5: By August 31, 1988, the Migrant Education Program will transmit to the MSRTS in a timely manner 100 percent of all information on migrant students received from participating school districts.

Purpose: To ensure that Kansas fulfills its responsibilities so that current information is available to all school personnel within and among states and to assure that each migrant child's record is maintained.
Impact: This will provide for the continuity of educational information for each migrant student, for program design, and for teachers desirous of current information for proper placement of the migrant child.
Evaluation: MSRTS terminal operator reports on accuracy of transactions will be reviewed.
Documentation: Completion of this objective shall be evidenced by dated MSRTS forms on file in the Migrant Resource Center.

Objective 6: By August 31, 1988, the Migrant Education Program will compile and submit end-of-year and summer school statistical reports, consisting of enrollments, updates and withdrawals, special program participation, and status and health data to the State and Federal Programs Administration Section.

Purpose: To provide statistical data to the State specialist for the Migrant Education Program and the State Migrant Education Advisory Committee.
Impact: State personnel will review these reports to determine accuracy of school district application and implementation report data and to assess statewide developments of migrant student activity.

Evaluation: Each school district report will be examined for accuracy of report.
Documentation: Completion of this objective shall be evidenced by end-of-year and summer school statistical reports on file in the State and Federal Programs Administration Section.

Objective 7: By August 31, 1988, the Migrant Education Program will compile and distribute monthly statistical reports, consisting of MSRTS enrollments, updates, withdrawals, special programs participation, and status and health data to each local school district and the State and Federal Programs Administration Section by the fifteenth of each following month during the period of September through June.

Purpose: To provide monthly statistical data to the migrant specialist of the State and Federal Programs Administration Section and school district migrant education staff for program planning and review.
Impact: Local school districts and State Migrant Education Program staff will monitor on a monthly basis MSRTS enrollments, identify the number of students being provided educational and support services, and determine mobility patterns of migrant students.
Evaluation: Each school district report will be examined for accuracy and, on a sampling basis, the extent to which such information is being used by school district personnel for program planning will be determined.
Documentation: Completion of this objective shall be evidenced by monthly statistical reports on file in the Migrant Resource Center.

Objective 8: By August 31, 1988, the Migrant Education Program will compile and distribute at least one special report to the State and Federal Programs Administration Section and school district personnel.

Purpose: To provide special data reports to the State and Federal Programs Administration Section, the Migrant Resource Center, and/or school district migrant education staff.
Impact: Current and accurate information will be available for planning and implementing the Migrant Education Program, thus benefiting both the school district staff and the State Migrant Education Program.
Evaluation: Each school district report will be examined for accuracy.
Documentation: Completion of this objective shall be evidenced by special statistical report on file in the Migrant Resource Center and in the State and Federal Programs Administration Section.

PARENT INVOLVEMENT

Need

For the past several years the Office of Migrant Education on the Federal level has supported and required parent involvement at the State and local levels to advise the State Department of Education and local school districts of the needs of migrant children. Through this period, Kansas enhanced academic and support service programs due largely to concerns and suggestions voiced by parents throughout the state.

Kansas continues to believe that parent involvement in education is an important part of the total educational process and is committed to continue supporting that effort.

Objective 1: By August 31, 1988, the Migrant Education Program will provide funds to support a State Parent Advisory Council (PAC) composed of the following: migrant parents, school district personnel, and other interested parties, of which the majority is parents.

Purpose: To maintain an active State PAC to advise migrant education staff on the educational needs of migrant children in Kansas.
Impact: This will ensure that program direction continues to be given by professional and lay persons concerned about the education of migrant children.
Evaluation: The effects of the involvement and participation of PAC members will be reflected in the development of the annual State Plan.
Documentation: Completion of this objective shall be evidenced by records and minutes on file in the State and Federal Programs Administration Section.

Objective 2: By August 31, 1988, the Migrant Education Program will schedule at least two meetings of the State Migrant Education Advisory Committee.

Purpose: To advise the State Department of Education on the educational and supportive needs of migrant children and to advise on the planning, operation, and evaluation of the State program.
Impact: Program planning made by the State Department of Education will include input by the Migrant Education Advisory Committee.
Evaluation: The involvement and participation of State PAC members will be reflected in the development of the annual State Plan.
Documentation: Completion of this objective shall be evidenced by directives and minutes of meetings on file in the State and Federal Programs Administration Section.

Objective 3: By August 31, 1988, the Migrant Education Program will provide the State PAC or individual members of the State PAC at least two days of inservice training.

Purpose: To know how to effectively conduct a meeting, how to impact the development of the State Plan, and how to become an active member by learning how to review migrant education programs throughout the state.
Impact: Comprehensive knowledge on committee activity will be gained.
Evaluation: A questionnaire will be developed and administered to assess the effectiveness of each training session.
Documentation: Completion of this objective shall be evidenced by records of inservice meetings and agenda on file in the State and Federal Programs Administration Section.

Objective 4: By August 31, 1988, the Migrant Education Program will ensure that 100 percent of the local districts implementing migrant education programs have PACs in which parents have been involved in the planning, implementation, and evaluation of the local migrant education project.

Purpose: To have PACs assure parental involvement at all levels of migrant programs in Kansas.
Impact: Migrant parents will have knowledge on how the local migrant education program can better serve the needs of their children.
Evaluation: The evaluation of parent participation will be included in reports of program review conducted by the Migrant Resource Center.
Documentation: Completion of this objective shall be evidenced by the program evaluation reports on file in the State and Federal Programs Administration Section.

Objective 5: By August 31, 1988, the Migrant Education Program will provide funds to support parent advisory committees in school districts implementing migrant programs.

Purpose: To ensure parent involvement throughout the state at the local and regional level.
Impact: Parents will have the opportunity to become involved in their children's education.
Evaluation: The evaluation of PAC participation shall be included in the local school districts' annual end-of-year evaluation.
Documentation: Completion of this objective shall be evidenced by school district budgets on file which include funds for this activity.

Objective 6: By August 31, 1988, the Migrant Education Program will provide technical assistance through educationally, linguistically, and culturally prepared staff, to parents and school district personnel in the area of parent education, involvement, and training coordination.

Purpose: To assist parents and school district personnel in developing recruiting techniques and identifying strategies for parent involvement and active participation.
Impact: Parents and school district personnel will have the opportunity to be trained as trainers on effective parental involvement strategies and techniques.
Evaluation: The evaluation of parent participation will be included as part of the annual end-of-year evaluation conducted by the Migrant Resource Center. Specifically, a parent survey will be conducted on inservice activities at the local level.
Documentation: Completion of this objective shall be evidenced by inservice records on file in the State and Federal Programs Administration Section.

Objective 7: By August 31, 1988, the Migrant Education Program specialist will coordinate a minimum of one regional parent awareness workshop involving school district staff and parents of children participating in local migrant education programs.

Purpose: To assist parents in learning skills that can help them teach their children and give them confidence to plan, help implement, and evaluate the education program offered their children. To assist district migrant staff in developing effective teaching techniques in order to better understand the needs of the migrant child.
Impact: Parents will receive inservice on (a) parenting skills, (b) how to help their children read and perform simple math computations, (c) how to review a student progress report, (d) how a student is placed in a migrant education program, (e) how to read a migrant project application, and (f) the basic steps of planning a migrant education project application. District staff will learn (a) to teach parents effective learning techniques and activities to be used in the home and (b) to understand and appreciate the ethnic and cultural values migrant parents place on their children's education.
Evaluation: An evaluation will be developed and administered to parents/participants to assess the effectiveness of each training session.
Documentation: Completion of this objective shall be evidenced by end-of-year evaluation reports, agenda, roster, and records kept on file in the State and Federal Programs Administration Section.

INTERSTATE, INTRASTATE, AND INTERAGENCY COOPERATION AND DISSEMINATION

Need

The media component is a vital link in communicating and disseminating information about the Migrant Education Program among migrant personnel and the general public within Kansas and in other states. Through this communications link--including audio-visual, radio, and newspapers--school districts, State personnel, parents, and general public can stay abreast of local, state, and national trends in migrant education. The media component is a key factor in promoting interstate, intrastate, and interagency cooperation. It helps with identification and recruitment by directly informing migrant parents of migrant education services and of local service outlets.

Kansas Migrant Education Program is a member of the State Migrant Coordinating Council. The purpose of the council is to coordinate various programs to achieve the greatest positive impact on the migrant population. Representatives of the Community Services Block Grant and the Job Training Partnership are also on this council.

Objective 1: By August 31, 1988, the Migrant Education Program will publish and disseminate at least ten issues of the Kansas Migrant Education Newsletter to educators, migrant parents, and the general public.

Purpose: School district staff, other migrant agencies, public officials, migrant parents, and the general public in Kansas and other states will be informed of state and national issues and programs.
Impact: Information in the newsletter is designed to inform readers about migrant education functions and activities so they may become more familiar with and will be in support of the program.
Evaluation: School districts, mass media outlets, migrant parents, and other participating clients in Kansas will be surveyed regarding the usefulness of newsletter content.
Documentation: Completion of this objective shall be evidenced by survey reports and copies of newsletters on file in the State and Federal Programs Administration Section.

Objective 2: By August 31, 1988, the Migrant Education Program will ensure that local school districts participating in migrant education programs disseminate information pertaining to the Migrant Education Program to all residents of their districts.

Purpose: To share with residents of their districts information pertaining to the Migrant Education Program.
Impact: Sharing information with community residents will provide greater understanding of the Migrant Education Program and awareness of the needs of migrant children.
Evaluation: This will be evaluated by samples of information disseminated and other authorities' knowledge of the program.
Documentation: Completion of this objective shall be evidenced by dissemination plans on file in school districts and review of such plans by program reviewers. Reports of such services will also be on file in the State and Federal Programs Administration Section.

SUPPORT SERVICES

Need

The U.S. Office of Education Federal Register, Volume 44, Number 94, May 14, 1979, Proposed Rules, requires the following of each state wishing to apply for funds to serve children of migratory families who migrate annually to enable them to secure temporary or seasonal employment in an agricultural or fishing activity.

1. **Coordination Among Projects and With Other State Programs**

   "Using fully the migrant student record transfer system, including the transfer of the most current academic, health, enrollment and withdrawal information available for the migrant children served."

2. **Supporting Services**

   "A participating local education agency or an operating agency may provide health, nutritional, social, or other supporting services with migrant education funds--if (a) these services are necessary to enable eligible migratory children to participate effectively in instructional services..."

The Education Commission of the States Migrant Education Task Force continues to identify health as one of the highest priority needs of migrant children. National studies indicate that health care, particularly preventive care, is consistently neglected among families whose annual income falls at or below the poverty level in the United States. This group includes most migrant families.

Basic to educating migrant children is the need to remove those factors, overt and hidden, which impede the migrant child's ability to attend school and achieve higher academic development. An undernourished child may have difficulty learning, regardless of having available the most competent educational services.

Also evident in the migrant child's living environment is exposure to pesticides, hazardous equipment, and other life-threatening situations. A typical migrant family's mobile lifestyle does not include the traditional protection of insurance or agency benefits. Accident and illness frequently compound the mobility factor and adversely affect the migrant child's education. It is, therefore, imperative to offer the children of these families at least minimum protection by providing, based upon need, a physical examination.

Objective 1: By August 31, 1988, the Migrant Education Program will ensure that a minimum of 1,000 migrant students enrolled in the MSRTS and school have received health screening from the local educational agency.

Purpose: To determine if these children can participate effectively in instructional services.
Impact: To remove health factors which impede migrant students' abilities to attend school and to progress academically and to develop effectively, mentally, and chronologically.

Evaluation: The number of children receiving health screenings and/or physical examinations and other health information will be examined to determine the extent to which children are being properly examined.
Documentation: Completion of this objective shall be evidenced by end-of-year evaluation and MSRTS reports on file in the State and Federal Programs Administration Section.

Objective 2: By August 31, 1988, the Migrant Education Program will provide an educational pesticide danger awareness program to migrant students enrolled in school and the MSRTS.

Purpose: To educate migrant children at an early age about the dangers of pesticides.
Impact: Students will learn of the dangers of pesticides.
Evaluation: Records of the number of migrant staff attending pesticide danger awareness education programs will be reviewed.
Documentation: Completion of this objective shall be evidenced by reports on file in the State and Federal Programs Administration Section.

EARLY CHILDHOOD

Need

Statistics graphically demonstrate the exceptionally high rate at which children of migrant families fail to complete high school (as high as 85 percent in some heavily impacted agricultural districts). Many

authorities attribute a major part of the alarmingly high dropout rate to problems originating in the elementary grades brought about by the child's inability to deal with the English language demands of the school system. An early history of failure to perform in school is an excellent predictor of eventual failure to complete high school.

Much evidence has been developed over the past decade that demonstrates that effective preschool intervention can prevent school failure for children.* These effective preschool practices need to be implemented throughout Kansas so that school failure can be reduced for these migrant children. Preschool programs are funded through local school districts, educational service districts, or nonprofit organizations. Priority for service shall be objectives 1, 2, and 3.

Objective 1: By August 31, 1988, the Migrant Education Program will provide preschool education to at least one hundred migrant preschool children between the ages of three and six after all currently and formerly school-aged migrant students are served based on their need.

Purpose: To provide services to one hundred migrant children in a preschool setting in order to adequately prepare them for school entrance.
Impact: The educational opportunity of migrant children to attend a preschool program and to receive an effective educational program that will help to prevent school failure will be increased. The objective will also facilitate school attendance by school age siblings so that older children do not have to babysit younger children.
Evaluation: Statewide enrollment figures from the program will be compiled by each program.
Documentation: Completion of this objective shall be evidenced by the end-of-year evaluation reports on file in the State and Federal Programs Administration Section.

Objective 2: By August 31, 1988, the Migrant Education Program will develop and maintain individualized assessment records for each child in each migrant-funded preschool program.

Purpose: To ensure that an educational program appropriate for each individual child is developed and documented.
Impact: Each child will receive an educational program appropriate to his her age and state of development.
Evaluation: Assessment records for each child will be maintained.
Documentation: Completion of this objective shall be evidenced by program review reports on file in the State and Federal Programs Administration Section.

Objective 3: By August 31, 1988, the Migrant Education Program will provide evidence of interstate/intrastate communication and coordination between and among agencies participating in preschool programs.

Purpose: To provide more effective and comprehensive programs.
Impact: Closer coordination will ensure that duplication of service and gaps in services will be minimized. In addition, it will ensure continuity of services.
Evaluation: Impact data will be collected on the number of projects involved, materials exchanged, joint inservice provided, and children served.
Documentation: Completion of this objective shall be evidenced by minutes and reports that are reviewed by program staff and by such reports on file in the State and Federal Programs Administration Section.

MIGRANT EDUCATION SUMMER PROGRAMS

Need

Many agricultural crops in Kansas are harvested during the summer months. Migrant families move to various parts of the state in search of work. It is critical that the children of these parents be given an opportunity to learn, and at the same time, be sheltered from pesticides and dangerous agricultural machinery.

* David Weikart's High Scope Foundation, Ypsilanti, Michigan, for example

As opposed to regular school year instructional programs, the educational needs of migrant children during summer may be for full day activities which include daily instruction, recreational and sports activities, health and hygiene sessions, cultural activities, field trips, and creative activities. It may be necessary, therefore, that the school day coincide with the work day of migrant parents or the work day of secondary students.

Objective 1: By August 31, 1988, the Migrant Education Program will ensure that local school districts and other applicant agencies which have an influx of migrant children during the summer period have assessed the needs of migrant children for the planning of summer programs.

Purpose: To ensure that all migrant children are provided the opportunity to attend a summer school designed around a comprehensive needs assessment process utilizing MSRTS, identification and recruitment, and agricultural data, etc.
Impact: Summer school programs planned for migrant students will be designed to meet the special needs of migrant youth.
Evaluation: Needs assessment results will be reviewed by migrant program staff.
Documentation: Completion of this objective shall be evidenced by summer school program evaluation reports on file in the State and Federal Programs Administration Section.

Objective 2: By August 31, 1988, the Migrant Education Program will fund a minimum of eight summer project sites to support a comprehensive educational program for migrant children.

Purpose: To provide a program of instruction and ancillary services support to meet the elementary and secondary educational and supportive needs of migrant students.
Impact: The instruction and ancillary services available during summer school will provide continuity of education for migrant students. The educational setting provides them a safe environment away from conditions experienced in the fields where their parents work.
Evaluation: This objective shall be evaluated as part of the annual end-of-year evaluation.
Documentation: Completion of this objective shall be evidenced by summer school program review and evaluation reports on file in the State and Federal Programs Administration Section.

CHILDREN EXPECTED TO RESIDE IN THE STATE AND CHILDREN EXPECTED TO BE SERVED

REGULAR/SUMMER

		PRE-SCHOOL	SCHOOL AGE		TOTALS
		Agriculture*	Agriculture*		Agriculture*
			ELEM.	SEC.	
INTERSTATE MIGRANTS	Expected to Reside in the State	394	1,500	375	2,269
	Expected to be Served	200	1,000	200	1,400
INTRASTATE MIGRANTS	Expected to Reside in the State	223	600	360	1,183
	Expected to be Served	130	500	200	830
FORMERLY MIGRATORY CHILDREN	Expected to Reside in the State	440	3,200	500	4,140
	Expected to be Served	300	3,000	300	3,600
TOTALS	Expected to Reside in the State	1,057	5,300	1,235	7,592
	Expected to be Served	630	4,500	700	5,830

* Fishing - at the present time currently or formerly migratory students who qualify under fishing activities have not been identified. If such students are found in the current year, they will be served according to the service priority and needs assessment of students qualifying under agricultural activities.

SECTION III
FINANCE

A. The Federal Formula for Allocating Funds

The allocation for the Federal grant is computed by the sum of the (estimated) number of migrant children aged 5 to 17 residing, full or part time, in the state, multiplied by the national or state average per pupil expenditure, whichever is higher. A portion of this grant is automatically allocated to help finance the Migrant Student Record Transfer System.

B. Budget Information - Previous Years

Year	Funds Expended	No. of Participating LEA's	
		Summer	Regular
1972-73	$ 518,951	12	3
1973-74	599,216	12	3
1974-75	694,474	13	4
1975-76	633,116	12	4
1976-77	655,155	12	4
1977-78	704,743	12	10
1978-79	813,307	10	16
1979-80	1,022,156	11	15
1980-81	1,051,190	10	16
1981-82	1,138,358	5	20
1982-83	1,088,501	5	18
1983-84	1,210,729	5	20
1984-85	2,009,187	10	29
1985-86	2,436,907	10	25
1986-87	2,777,608	10*	32*
1987-88	3,183,103	10*	30*

* Estimated

BUDGET SUMMARY

OBJECT CLASS CATEGORIES	FEDERAL FUNDING AMOUNTS
1. SEA ACTIVITIES	
a. Personnel	$ 15,306
b. Fringe Benefits	$ 2,425
c. Travel	$ 1,000
d. Equipment	
e. Supplies	
f. Contractual	
g. Construction	
h. Other	
i. Total Direct Charges (1a through 1h)	$ 18,731
j. Indirect Charges	$
k. Total (1i + 1j)	$ 18,731
2. LEA ACTIVITIES	$3,164,372
3. TOTAL BUDGET (Sum 1k + 2)	$3,183,103

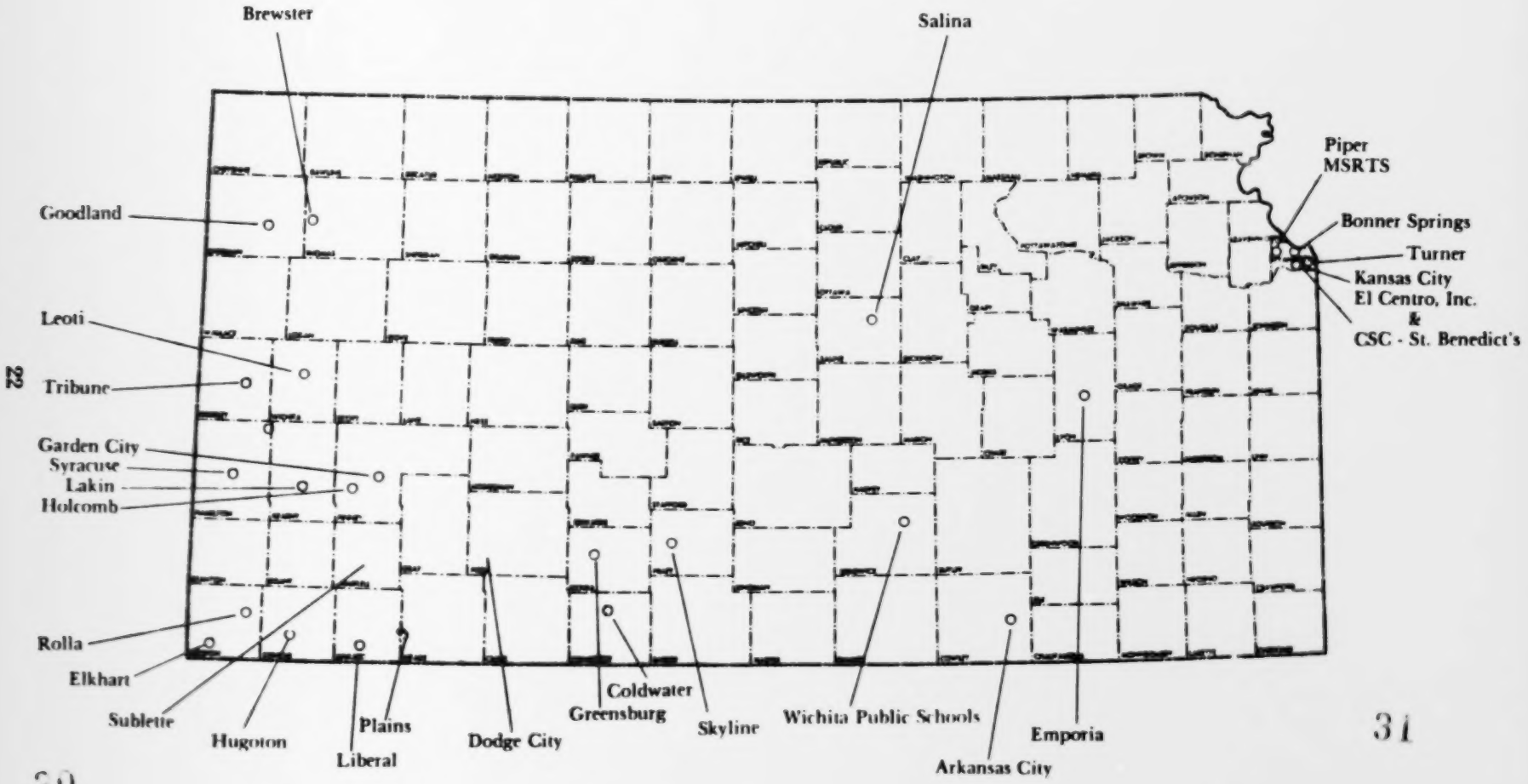
SECTION IV
EVALUATION

CHAPTER 1, ECIA, MIGRANT EVALUATION REPORT
1985-86

Chapter 1, ECIA, migrant programs are administered by the Kansas State Department of Education. Grants are made directly to twenty-seven agencies to operate these programs. Twenty-five are operated by the local school districts in the state; and one each by El Centro, Inc. and Community Service Center - St. Benedict's in Kansas City. The following list identifies the agencies operating programs during 1985-86.

USD #200 - Tribune, Kansas
USD #202 - Turner, Kansas
USD #203 - Piper, Kansas
USD #204 - Bonner Springs, Kansas
USD #210 - Hugoton, Kansas
USD #215 - Lakin, Kansas
USD #217 - Rolla, Kansas
USD #218 - Elkhart, Kansas
USD #253 - Emporia, Kansas
USD #259 - Wichita, Kansas
USD #300 - Coldwater, Kansas
USD #305 - Salina, Kansas
USD #314 - Brewster, Kansas
USD #352 - Goodland, Kansas
USD #363 - Holcomb, Kansas
USD #374 - Sublette, Kansas
USD #422 - Greensburg, Kansas
USD #438 - Skyline (Pratt), Kansas
USD #443 - Dodge City, Kansas
USD #457 - Garden City, Kansas
USD #467 - Leoti, Kansas
USD #470 - Arkansas City, Kansas
USD #480 - Liberal, Kansas
USD #483 - Plains, Kansas
USD #494 - Syracuse, Kansas
Community Service Center - St. Benedict's, Kansas City, Kansas
El Centro, Inc. - Kansas City, Kansas

KANSAS
CHAPTER 1 MIGRANT EDUCATION PROGRAMS
1985-1986



Geographic Location of Migrant Projects
Fiscal Year 1986

County	Program	Congressional District	School or Organization
Greeley	Regular/Summer	1	Greeley County, USD #200
Wyandotte	Regular	3	Turner, USD #202
Wyandotte	Summer	3	Piper, USD #203
Wyandotte	Regular/Summer	3	Bonner Springs, USD #204
Stevens	Regular	1	Hugoton, USD #210
Kearny	Regular/Summer	1	Lakin, USD #215
Morton	Regular	1	Rolla, USD #217
Morton	Regular	1	Elkhart, USD #218
Lyon	Regular	5	Emporia, USD #253
Sedgewick	Summer	5	Wichita, USD #259
Comanche	Regular	1	Coldwater, USD #300
Saline	Regular/Summer	1	Salina, USD #305
Thomas	Regular	1	Brewster, USD #314
Sherman	Regular	1	Goodland, USD #352
Finney	Regular	1	Holcomb, USD #363
Haskell	Regular	1	Sublette, USD #374
Kiowa	Regular	1	Greensburg, USD #422
Pratt	Regular	1	Skyline, USD #438
Ford	Regular/Summer	1	Dodge City, USD #443
Finney	Regular/Summer	1	Garden City, USD #457
Wichita	Regular	1	Leoti, USD #467
Cowley	Regular	5	Arkansas City, USD #470
Seward	Regular/Summer	1	Liberal, USD #480
Seward	Regular	1	Kismet-Plains, USD #483
Hamilton	Regular	1	Syracuse, USD #494
Wyandotte	Regular/Summer	3	Kansas City, Community Service Center - St. Benedict's
Wyandotte	Regular	3	Kansas City, El Centro, Inc.

Table 1 reveals that migrant programs in the state reported a 198 percent increase in the number of children participating in Chapter 1 migrant regular school year programs between FY 1981 and FY 1986. The data further show that from FY 1985 to FY 1986 there was an increase of 164 participating students with the largest numbers of students continuing to be in the primary grades.

Table 1
Number of Participants by Grade Level
1985-1986

	1985-86 Regular	1984-85 Regular	1983-84 Regular	1982-83 Regular	1981-82 Regular	1980-81 Regular
Preschool	37	76	173	41	54	63
Kindergarten	195	172	218	139	139	58
1st	216	217	222	114	109	77
2nd	259	197	187	101	99	63
3rd	199	133	134	103	89	61
4th	171	137	156	107	98	49
5th	158	110	147	87	82	52
6th	145	114	113	68	64	30
7th	83	104	101	65	51	44
8th	78	73	92	62	49	38
9th	55	57	70	36	0	18
10th	65	48	50	54	18	12
11th	37	26	48	42	8	13
12th	31	15	16	35	12	4
Nongraded	0	19	28			
Other	6	73				
TOTAL	1,735	1,571	1,752	1,054	872	582

Table 2 indicates that 1,735 (or 55 percent) of the migrant students who were enrolled participated in Chapter 1 regular school year migrant instructional programs in 1985-86.

Table 2
Student Enrollment and Participation in Instructional Activities in Chapter 1 Migrant Programs*
1985-1986

Grade Level	Regular Term	
	Enrolled	Participating
Preschool	72	37
Kindergarten	431	195
1	333	216
2	361	259
3	301	199
4	279	171
5	272	158
6	254	145
7	228	83
8	214	78
9	141	55
10	130	65
11	87	37
12	65	31
Nongraded	7	0
Other	0	6
TOTAL	3,175	1,735

* Unduplicated count

Tables 3 and 4 reflect participation in instructional areas for the regular and summer terms in 1985-86.

Table 3
Number of Students by Instructional Area
Regular Term
1985-1986

District/Agency	English to Limited English Background	Reading	Oral Language	Math	Other	Pre-school	Total
Arkansas City	0	3	0	0	7[1]	0	10
Bonner Springs	4	1	1	4	1[2]	1	12
Brewster	0	2	0	0	0	0	2
Comanche County	0	17	0	0	0	0	17
Dodge City	43	159	61	0	6[3]	0	269
El Centro	0	53	5	0	0	0	58
Elkhart	0	2	0	5	0	0	7
Emporia	14	10	0	0	0	0	24
Garden City	0	0	393	0	0	0	393
Goodland	6	0	34	0	0	0	40
Greeley County	7	21	0	0	5[4]	0	33
Greensburg	0	7	0	0	0	0	7
Holcomb	0	30	4	1	35[5]	0	70
Hugoton	0	12	0	0	0	7	19
Kismet-Plains	2	10	0	10	0	3	25
Lakin	12	21	0	3	0	0	36
Leoti	2	6	2	4	0	0	14
Liberal	85	75	150	150	0	100	560
Rolla	5	22	2	0	0	0	29
Salina	4	0	27	0	0	1	32
St. Benedict's		Data not available					
Skyline-Pratt	11	0	11	0	0	0	22
Sublette	0	32	0	0	3[6]	0	35
Syracuse	0	12	5	0	0	0	17
Turner	1	0	0	1	0	0	4
TOTAL	196	495	695	178	59	112	1,735

[1] Counseling Services
[2] Spelling
[3] Social studies
[4] Readiness for 1st grade
[5] Tutorial
[6] Science

Table 4
Number of Students by Instructional Area
Summer Term
1986

District/Agency	English to Limited English Background	Reading	Oral Language	Math	Other	Total
Bonner Springs	0	0	126	0	0	126
Dodge City	26	40	70	20	20*	176
Elkhart	0	0	0	5	0	5
Garden City	50	8	110	0	0	168
Greeley County	1	6	5	0	0	12
Liberal	0	0	246	0	0	246
Piper	78	42	16	65	0	201
Salina	0	0	23	0	0	23
St. Benedict's	15	0	0	0	0	15
Wichita	93	47	0	13	0	153
TOTAL	263	143	596	103	20	1,125

* Physical Education

Table 5 indicates the total number of migrant children reported by the programs to be located in the school districts conducting migrant programs and the total number of children reported to be participating in the Chapter 1, ECIA, migrant programs. The data contained in Table 5 show that 46 percent of the interstate migratory children, 40 percent of the intrastate migratory children, and 57 percent of the children of families who appear to be settling in Kansas and maintaining enrollment in migrant programs are being served.

Table 5
Number of Children Enrolled and Participating in Chapter 1 Migrant Program
By Migration Category* in 1985-86

Migration Category	No. of Migrant Children Enrolled in School Districts Conducting Migrant Programs		No. of Migrant Children Participating in Migrant Programs	
	Regular Term	Summer Term	Regular Term	Summer Term
Intrastate	355	256	146	98
Interstate	830	768	415	321
5-Year	1,990	1,304	1,174	706
TOTAL	3,175	2,328	1,735	1,125

* The migration categories are defined as follows:
Intrastate migrant children are children who move into a school district from within the state; the definition includes those migratory children residing in a district.
Interstate migrant children are children who move into a school district from outside the state.
5-year migrant children are children who have ceased to move within the last five years.

Table 6
Staffing Patterns
1985-1986

Staffing	Regular Term		Summer Term	
	FTE*	Headcount	FTE	Headcount
Supervisors	3.44	12	3.75	11
Teachers	30.33	43	20.50	63
Instructional Aides	59.45	78	17.00	63
Support Services	17.72	23	3.75	22
Other (Specialist, Recruiters, Terminal Operators, Transportation Services, etc.)	21.48	29	13.75	32
	132.42	185	58.75	191

* Full time equivalent

The reported staffing pattern revealed that 44 percent of the staff were monolingual. The data also show that there was a slight increase in the staff during the summer (185 regular term, 191 summer term). Regular and summer term FTE staff increased by 17.4 percent and 26.4 percent, respectively, over FTE staff reported in 1984-85.

Agencies reported forty inservice activities. A list of these activities is included in Appendix D. Staff development appeared to be the focus of most of these activities. Topics reported included Migrant Student Record Transfer System, bilingual education, instructional improvement, English as a Second Language, and reading.

All but two agencies reported state, regional, and local inservice workshop participation; however, eleven projects reported no participation in staff development activities at the local or district level.

Though parent involvement was a State objective for 1985-1986 it was not a Federal mandate. Twenty agencies offering regular school year programs and six offering summer school did report some parental participation. Table 7 reveals the type of parent involvement activities reported.

Table 7
Parent Involvement
1985-1986

Activity	Number Involved		
	Regular Term	Summer Term	Total
Classroom Volunteers	22	10	32
Cooks	8	5	13
Teacher's Aides	30	41	71
Field Trip Volunteers	30	63	93
Participation in Parent's Night	536	119	655
Assisted in Locating New Children	34	16	50
Participated in Program Planning	312	25	337
Annual Meeting	114	56	170
PTA	293	43	336
Bus Driver	6	3	9
Speech Therapist	2	1	3
Nurse	14	3	17
Music Teacher	6	2	8

Parent night open house, program planning, and PTA were frequent parent participation activities reported by the agencies. Sixty-two percent of the agencies reported parent involvement activities.

A measure of the success of any educational program is how well students perform on achievment tests. One of the problems associated with obtaining these types of data, however, is the mobility of migrant students during the school year. Some students are enrolled in the fall and participate in pretesting, however they may not be in the same school when the posttests are given in the spring. This was evident among the migrant student population during the 1985-86 school year. As seen in Table 8, only 39 percent of the migrant student population tested were in the same school for the administration of both the pre and posttest in reading/language arts and 21 percent were available for both the pre and posttest in mathematics.

The evaluation system employs a Normal Curve Equivalent (NCE) scoring system to measure student achievement levels and student gains. NCE scores have some of the same characteristics as percentile scores. Percentile scale points cluster around the midpoint of 50 because of normal curve distribution with points further apart at both ends. Both the percentile and normal curve equivalent scales have "1" at the low end, "50" in the middle, and "99" at the high end; however, the spacing is divided equally between each point in the Normal Curve Equivalent scale.

Student growth is reported as changes in NCE scores from pretest to posttest. In general, NCE gains can be categorized as positive, zero, or negative. A positive NCE gain represents growth over and above that which would be expected from participation in the regular classroom alone. A zero NCE gain represents growth that is about the same as would be expected from participation in the regular classroom alone. A negative NCE gain indicates that achievement is less than would be expected from participation in the regular classroom alone.

Table 8
Average NCE Gains by Subject and Grade Level
1985-1986 Regular Term

	Reading/Language Arts		Mathematics	
	Number Tested	Average NCE Gain	Number Tested	Average NCE Gain
Project	597	11.17	216	3.41
Male	332	11.50	115	2.65
Female	265	10.72	101	4.28
Grade:				
K	1	31.00	1	30.00
1st	49	28.84	20	17.08
2nd	102	11.66	35	1.29
3rd	76	13.59	28	2.86
4th	64	11.23	25	10.68
5th	71	8.38	30	0.47
6th	76	5.65	19	1.89
7th	60	6.00	31	-1.26
8th	38	6.89	20	0.85
9th	23	4.95	5	1.20
10th	23	6.74	2	-10.00
11th	7	2.29		
12th	6	16.67		
	Number	Percent	Number	Percent
Children on record:	1,515	100	1,011	100
No available test scores:	451	30	599	59
Only pretest score available:	193	13	44	4
Only posttest score available:	274	18	152	15
Both test scores available:	597	39	216	21

The average NCE score gain for the state was 11.17 in reading/language arts and 3.41 in mathematics. The best progress was made, on the average, in the primary grades. Because so few senior high school students took the examinations, one cannot draw any conclusion from this report of their performance.

EVALUATION OF OBJECTIVES FROM THE ANNUAL MIGRANT EDUCATION PROGRAM PLAN FOR SCHOOL YEAR 1985-86

The following information is presented to indicate the progress made by the Chapter 1 migrant education staff in completing the objectives stated in the previous year's State Plan. Educational Planners and Evaluators, Oxford, Mississippi, the Chapter 1 evaluator, provided the evaluation report.*

Statement of Objective #1 *The Department will use yearly needs assessments to help determine the direction of the Migrant Education Program.*

Evaluation Procedure to Determine if Objective Was Met

The assessment instrument and a list of needs as identified through the assessment will be available upon request from the State and Federal Programs Administration Section.

Progress of Objective

During the 1985-86 school year, an outside contractor was employed to conduct a comprehensive needs assessment. The needs assessment report, submitted to the Department in May 1986, contained useful information from which the migrant program staff could make decisions for subsequent program years. In addition, in February 1986, a historical study and a five-year plan were completed by the outside contractor. The study and the plan when combined with the comprehensive needs assessment provide valuable information in satisfying this objective. Results of these findings are available in the State and Federal Programs Administration Section.

Statement of Objective #2 *The Department will develop and implement a statewide identification and recruitment program to obtain a more accurate count of migrant preschool and school-aged children migrating in and out of the state.*

Evaluation Procedure to Determine if Objective Was Met

Copies of surveys, news releases, and informational mailings as well as a migrant family mailing list will be on file in the State and Federal Programs Administration Section.

Progress of Objective

This objective was successfully met under the direction of the Department staff. The count of migrant children by the LEAs was within 1 percent of the number listed by the Migrant Student Record Transfer System in Little Rock.

Statement of Objective #3 *The Department will establish a home-school program which promotes relationships between the project staff and clientele served in order to improve the effectiveness of migrant programs and the process of parental reinforcement of student effort and to keep parents or guardians informed of school curricula and the needs of their children.*

Evaluation Procedure to Determine if Objective Was Met

Records and a list of parental involvement component members and the agenda for their meetings as well as written evidence of parental involvement in program planning will be on file in the State and Federal Programs Administration Section. In addition, initial and updated individual education programs and scheduled meetings with parents or guardians will be in each migrant student's file before the last day of each semester. Parent inservices, visitations, and open houses will be documented in each local education agency project evaluation. Copies of these documents will be housed in the attendance centers.

Progress of Objective

Most of the LEAs made a special effort to keep parents informed about the program and elicited parent input for program decisions. Four of the LEAs, however, made no effort to involve parents in the migrant program. Some LEAs interpreted the recent Federal regulation of not needing a Parent Advisory Council as

* The evaluation report contains some editorial changes.

reason to not involve parents in program decision making. This objective is very clear, however, that LEAs will keep parents informed about the program and that parents are expected to reinforce student effort in the program. The Department staff are encouraged to emphasize this need to the LEA directors for the next program year.

Statement of Objective #4 *The Department will assure staff development opportunities for all staff involved in the education of migrant students.*

Evaluation Procedure to Determine if Objective Was Met

A record of consultations, a list of the needs, goals, and objectives developed in the inservice workshop, and the agenda from State, regional, and national meetings, with names of those attending, will be kept in the State and Federal Programs Administration Section.

Progress of Objective

This objective was successfully met by the State program. As noted in Appendix D, a large number of inservice meetings were held locally and at the state and national level. Only two projects provided no inservice experiences for their migrant faculty and staff. These LEAs should be reminded that migrant education teachers and staff, as well as the regular school staff members, should be provided opportunities for inservice.

Statement of Objective #5 *The Department will assist local education agencies in developing migrant programs which deal effectively with the special physical, emotional, educational needs of the migrant child.*

Evaluation Procedure to Determine if Objective Was Met

Monitoring reports, documentation of technical assistance, and summaries of new projects or project components will be on file in the State and Federal Programs Administration Section.

Progress of Objective

This objective was addressed by the majority of the LEAs. Although no LEA established a separate special education program for migrant children, each local project provided special education services to the children through the use of the regular school special education programs. The State Department provided the use of consultants to several LEAs in helping to meet this need.

Statement of Objective #6 *The Department will coordinate available local, State, and Federal resources which could enhance the migrant child's ability to participate more effectively in instructional activities.*

Evaluation Procedure to Determine if Objective Was Met

Documentation of meetings with various support individuals or groups and decisions made at the meetings along with follow-up data will be on file in the State and Federal Programs Administration Section.

Progress of Objective

This objective was successfully met by the program. All three levels of support — Federal, State, and local — contributed monies, staff, and facilities to enhance the migrant childs' ability to participate more effectively in instructional activities. The cognitive test data suggest that the younger child benefited most in the program, however, this may be expected as the older children are more likely to be away from school and thus reduce their opportunity for cognitive growth.

Statement of Objective #7 *The Department will develop a component of intrastate and interstate communication for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.*

Evaluation Procedure to Determine if Objective Was Met

Workshop agenda, correspondence, and travel vouchers will be on file in the State and Federal Programs Administration Section.

Progress of Objective

This objective was successfully met. The LEAs and the state migrant terminal operator were very efficient in communicating information concerning student records. Information pertaining to each child's record was transmitted and received several thousand times during the year and delivered to the respective school as needed.

Statement of Objective #8 *The Department will promote the development and dissemination of innovative teaching methods and materials that will improve the written and oral language abilities, cultural awareness, vocational skills, and self-concept development of the migrant student population.*

Evaluation Procedure to Determine if Objective Was Met

A list of exemplary program summaries and a log of requests for these summaries will be on file in the State and Federal Programs Administration Section.

Progress of Objective

The sharing of materials and innovative ideas occurs mostly at the State Migrant Conference held each June. Although this meeting provides the opportunity for such an exchange, other opportunities need to be provided. Programs in written and oral language, cultural awareness and vocational skills are very prevalent and are successful throughout the migrant education program. In the area of self-concept development, however, there is very little evidence that a concentrated effort is made by the majority of the LEA programs. Another area of concern is that of dropout prevention. Inservice training should be provided to all migrant education faculty and staff in the identification and treatment of potential dropouts. It is recommended that special attention be given to this area during the 1986-87 program year.

APPENDICES

APPENDIX A
Explanation Of
HEW FORM NO. 441, ASSURANCE OF COMPLIANCE WITH THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE REGULATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

Section 80.4 of the Department of Health, Education, and Welfare's Regulation effectuating Title VI of the Civil Rights Act of 1964 requires that every application to the Department for Federal financial assistance shall contain or be accompanied by an Assurance that the program or facility to be assisted will be conducted or operated in compliance with Title VI of the Civil Rights Act and with all requirements imposed by or pursuant to the Department's Regulation.

Section 80.4 further provides that "the form of the foregoing Assurance and the extent to which like Assurances will be required of subgrantees, contractors, transferees, successors in interest and other participants," shall be specified by the responsible Department official. Under this authority, HEW Form No. 441 has been specified as the form of Assurance which shall apply to all applications for Federal financial assistance (except for continuing state programs which must meet the requirements of Section 80.4(b) and school districts availing themselves of Section 80.4(c) of the Regulation) submitted to the Department after January 3, 1965; also the circumstances have been specified under which an Applicant shall obtain comparable written Assurances of compliance from its subgrantees, contractors, and transferees. (See answers to Questions 11 and 12 below in this regard.)

HEW Form No. 441 constitutes a legally enforceable agreement to comply with Title VI of the Civil Rights Act of 1964, and with all requirements imposed by or pursuant to the Regulation of the Department of Health, Education, and Welfare issued thereunder. Applicants are urged to read the Department's Regulation before executing the Assurance.

The following explanation of the requirements of the Department's Regulation and the examples of the kinds of discriminatory practices prohibited by them are for the guidance of the Applicants.

1. *By executing the Assurance (HEW Form No. 441), what does an Applicant agree to do?*
   A. The Applicant agrees to make no distinction on the ground of race, color, or national origin in providing to individuals any service, financial aid, or other benefit under any program receiving Federal financial assistance extended to the Applicant by the Department.

2. *What is meant by "distinction on the ground of race, color, or national origin"?*
   A. "Distinction on the ground of race, color, or national origin" includes (1) any type of segregation, separate or different treatment, or other discrimination on that ground; (2) the imposition of any admission, enrollment quota, eligibility, or other requirement or condition which individuals must meet in order to be provided any service, financial aid, or other benefit under a program or to be afforded an opportunity to participate in a program, if the race, color, or national origin of individuals is considered in determining whether they meet any such requirement or condition; (3) the use of membership in a group as a basis for the selection of individuals for any purpose, if in selecting members of the group there is discrimination on the ground of race, color, or national origin; and (4) the assignment of personnel to provide services, or the assignment of times or places for the provision of services, on the basis of the race, color, or national origin of the individuals to be served. It does not, however, include distinctions on the ground of race, color, or national origin determined by the responsible Department official to be necessary to the conduct of research or experimental programs having as their primary objective the discovery of new knowledge concerning special characteristics of particular racial or other ethnic groups.

3. *What is meant by "service, financial aid, or other benefit"?*
   A. "Service, financial aid, or other benefit" under a program receiving Federal financial assistance includes any education or training, any evaluation, guidance, counseling, or placement service, any health, welfare, rehabilitation, housing, or recreational service, any referral of individuals for any of the foregoing services, any scholarship, fellowship or traineeship stipend or allowance, and any loan or other financial assistance or benefit (whether in cash or in kind), which is made available to individuals (1) with the aid of Federal financial assistance, or (2) with the aid of the Applicant's or of other non-Federal funds required to be made available for the program as a condition to the receipt of Federal financial assistance, or (3) in or through a facility provided with the aid of Federal financial assistance or the non-Federal matching funds referred to in (2).

4. *What requirements are placed on the use of facilities?*
   A. The Applicant agrees to make no distinction on the ground of race, color, or national origin in making available to individuals the use of any land, building, equipment, or other facility leased, acquired, constructed, improved, or equipped with the aid of Federal financial assistance extended to the Applicant by the Department, including --
      (a) the use of any room, dormitory, ward, or other space in the facility;
      (b) the use of any equipment in the facility;
      (c) the use of any office, waiting room, restroom, eating, recreational, concession, or other accommodation or convenience provided in the facility;
      (d) the use of any facility not provided with the aid of Federal financial assistance if the availability of such facility is required as a condition to the receipt of Federal financial assistance for the Federally-assisted facility.

5. *What requirements are placed on the opportunities to participate in a program receiving Federal assistance?*
   A. The Applicant agrees to make no distinction on the ground of race, color, or national origin in affording opportunities to individuals to participate (other than as employees) in any program receiving Federal financial assistance extended by the Department to the Applicant, including opportunities to participate --
      (a) as providers of any service, financial aid, or other benefit to individuals under the program (e.g., as physicians, surgeons, dentists, or other professional practitioners seeking the privilege of practicing in a Federally-aided hospital or other facility),
      (b) as conferees, observers, consultants, or advisers, or as members of advisory or planning groups, or
      (c) as volunteers (e.g., as voluntary workers, or as patients or other subjects of study or experimentation in research, survey, demonstration, or like programs).

6. *Does that mean that an Applicant who signs the Department's Assurance may nevertheless make distinctions among his employees on the basis of race, color, or national origin?*
   A. Title VI of the Civil Rights Act does not concern itself with employment practices except where a primary objective of the Federal financial assistance is to provide employment. Thus, where a basic objective of the program is to provide employment, the Applicant's employment practices are subject to the Department's Regulation. However, even where this is not the case an Applicant may be precluded from engaging in any discriminatory employment practices under the provisions of Title VII of the Civil Rights Act, Executive Orders 10925 and 11114, and the Merit System Regulations.

7. *When an Applicant's employment practices are covered by the Department's Regulation, what requirements must be met?*
   A. The Applicant agrees to make no distinction on the ground of race, color, or national origin in its employment practices (including recruitment or recruitment advertising, hiring, layoff or termination, upgrading, demotion, or transfer, rates of pay or other forms of compensation, and use of facilities) with respect to individuals seeking employment or employed under any program receiving Federal financial assistance extended to the Applicant by the Department, in those

programs where a primary objective of the Federal financial assistance is to provide employment to such individuals. This includes programs under which the employment is provided --

(a) as a means of extending financial assistance to students or to needy persons,

(b) to students, fellows, interns, residents, or others in training for related employment (including research associates or assistants in training for research work), or

(c) to reduce unemployment or to provide remunerative activity to individuals who because of severe handicaps cannot be readily absorbed in the competitive labor market.

8. *What effect will the Regulation have on a college or university's admission practices or other practices related to the treatment of students?*

A. An institution of higher education which applies for any Federal financial assistance of any kind must agree that it will make no distinction on the ground of race, color, or national origin in the admission practices or any other practices of the institution relating to the treatment of students.

(a) "Student" includes any undergraduate, graduate, professional, or postgraduate student, fellow, intern, student, or other trainee receiving education or training from the institution.

(b) "Admission practices" include recruiting and promotional activities, application requirements, eligibility conditions, qualifications, preferences, or quotas used in selecting individuals for admission to the institution, or any program of the institution, as students.

(c) "Other practices relating to the treatment of students" include the affording to students of opportunities to participate in any educational, research, cultural, athletic, recreational, social, or other program or activity; the performance evaluation, discipline, counseling of students; making available to students any housing, eating, health, or recreational service; affording work opportunities, or scholarship, loan or other financial assistance to students; and making available for the use of students any building, room, space, materials, equipment, or other facility or property.

9. *Does the Assurance of nondiscrimination apply to the entire operation of an institution?*

A. Insofar as the Assurance given by the Applicant relates to the admission or other treatment of individuals as students, patients, or clients of an institution of higher education, a school, hospital, nursing home, center, or other institution owned or operated by the Applicant, or to the opportunity to participate in the provision of services, financial aid, or other benefits to such individuals, the Assurance applies to the entire institution. In the case of a public school system the Assurance would be applicable to all of the elementary or secondary schools operated by the Applicant.

10. *What about a university which operates several campuses?*

A. Section 80.4(d)(2) of the Regulation provides for a more limited Assurance only where an institution can demonstrate that the practices in part of its operation in no way affect its practices in the program for which it seeks Federal funds. This would be a rare case.

11. *If an Applicant intends to make use of other individuals to help carry out the Federally-assisted program, does the requirement not to discriminate apply to such a subgrantee or contractor?*

A. It does. The Applicant must require any individual, organization, or other entity which it utilizes, to which it subgrants, or with which it contracts or otherwise arranges to provide services, financial aid, or other benefits under, or to assist in the conduct of, any program receiving Federal financial assistance extended to the Applicant by the Department, or with which it contracts or otherwise arranges for the use of any facility provided with the aid of Federal financial assistance for a purpose for which the Federal financial assistance was extended, to comply fully with Title VI of the Civil Rights Act of 1964 and the Regulation of the Department of Health, Education, and Welfare issued thereunder.

12. *Must this Assurance of nondiscrimination by the subgrantee, etc., be in writing?*

A. In the case (1) of any contractual or other arrangement with another such individual or entity which will continue for an indefinite period or for a period of more than three months, (2) of any subgrant, or (3) of any conveyance, lease, or other transfer of any real property or structures thereon provided with the aid of Federal financial assistance extended to the Applicant by the Department, the Applicant shall obtain from such other person, subgrantee, or transferee, an

agreement, in writing, enforceable by the Applicant and by the United States, that such other individual or entity, subgrantee, or transferee will carry out its functions under such subgrant, or contractual or other arrangement, or will use the transferred property, as the case may be, in accordance with Title VI of the Act and the Regulation will otherwise comply herewith.

13. *What obligations does the Applicant have to inform beneficiaries, participants, and others of the provisions of the Regulation?*
    A. The Applicant must make available to beneficiaries, participants, and other interested persons information regarding the provisions of the Regulation and protections against discrimination provided under Title VI of the Civil Rights Act. The Department will issue shortly more detailed instructions on carrying out this phase of the Regulation.

14. *What obligations does the Applicant have to keep records and to make them available to the Department?*
    A. From time to time, Applicants may be required to submit reports to the Department, and the Regulation provides that the facilities of the Applicant and all records, books, accounts, and other sources of information pertinent to the Applicant's compliance with the Regulation be made available for inspection during normal business hours on request of an officer or employee of the Department specifically authorized to make such inspections. More detailed instructions in this regard will also be forthcoming from the Department in the near future.

15. *Must separate Assurance forms be filed with each application?*
    A. As a general rule once a valid Assurance is given it will apply to any further application as long as there is no indication of a failure to comply.

APPENDIX B

MIGRANT EDUCATION MONITORING AND ENFORCEMENT PLAN

1. PROGRAM MONITORING REVIEWS BY STATE EDUCATION AGENCY

(A) A range of thirty to thirty-seven programs is expected for Fiscal Year 1988. The State of Kansas had twenty-seven migrant programs approved for Fiscal Year 1986.

(B) Each program will be monitored every year.

2. PURPOSE AND SCOPE OF MONITORING

Each Chapter 1 migrant project visited by the State education agency staff will be reviewed for compliance with all applicable Chapter 1 requirements, conformity with the approved application, and evidence of effectiveness including but not limited to a review of evaluation reports.

3. ISSUING AND RESPONDING TO MONITORING REPORTS

The State Department of Education issues its findings and recommendations of on-site reviews no later than fifteen calendar days after the program review has been completed. If noncompliance activities are noted, the local education agency must respond to the State Department of Education in writing no later than fifteen calendar days after the receipt of the report.

The response contains the corrective action or compliance agreement to be taken by the local education agency to bring the program into compliance. Corrective action must be completed within thirty calendar days of the receipt of the Department's monitoring report.

4. APPEAL

The local education agency may appeal the findings of the monitoring report to the State Commissioner of Education within fifteen calendar days of the receipt of the monitoring report. An appeal committee of no less than three is selected by the Commissioner to review the findings and to consider the information from the local education agency. The committee consists of State Department of Education personnel. The appeal process must be completed within thirty calendar days of the appeal request from the local education agency and a decision rendered within fifteen days after the appeal process has been completed.

If the committee confirms the State Department of Education's monitoring report findings and recommendations and finds that after fifteen days there has been failure to comply substantially with the regulations governing Chapter 1, the State Department of Education notifies the local education agency of the action that will be taken to assure compliance.

5. ACTION TO BE TAKEN

In accordance with Chapter 1 and the relevant regulations, the State Department of Education uses one or more of the following methods to ensure action or prompt response to a monitoring report:

(1) Follow-up visits after receiving the applicant agency's response to a monitoring report or for expediting the agency's response to a monitoring report.
(2) Compliance agreements under Section 201 of Chapter 1.
(3) Withholding funds under Section 201 of Chapter 1.
(4) The State Department of Education's authority to disapprove projects under Section 201 of Chapter 1.

Chapter 1 funds may not be used to pay for obligations incurred by a local education agency during a period of withholding or disapproval and may not be reimbursed for expenses during a period of withholding or disapproval after compliance is achieved.

The State Department of Education informs the chairman of the parent advisory council on the local level of the disapproval or withholding decision, within fifteen calendar days of notification to the local education agency that disapproval and withholding is in effect.

A local education agency may appeal the final determination of the State Department of Education to the Secretary of the U.S. Department of Education within thirty days of the Department's notice that disapproval or withholding is in effect.

6. FOLLOW-UP BY STATE DEPARTMENT OF EDUCATION

The State Department of Education makes an on-site follow-up review of the action taken by the local education agency within thirty days after the action was to have been completed.

7. AVAILABILITY

A copy of the monitoring report on a Chapter 1 project is made available to the district advisory council. As soon as the agency conducting the project receives the report, it is considered to be public information.

8. NON-COMPLIANCE PRACTICES

The State Department of Education through its application approval process, monitoring reviews, workshops, and regulations issuances emphasizes program compliance and recordkeeping to assure adherence to Federal regulations. Withholding of funds and suspension of program approval are applied against a local education agency, if necessary, to assure compliance.

9. DATA VERIFICATION

The local education agency and the State Department of Education keep all source data used in program development, operation, and financial transactions for review by State and Federal officials. Reports submitted to the various divisions and sections within the Department may be utilized as crosschecks to support or reject the Chapter 1 reports. Records maintained in other divisions and sections consist of school accreditation reports, valid teaching certificates, school lunch free and reduced price count, indirect cost computations, building principal's reports, and school organizational reports.

10. AUDITS

The Kansas State Department of Education has implemented a financial-compliance audit -- an organization-wide "single audit" conducted by CPA's -- to meet the requirements of Federal office of management and budget's single audit act. The audit addresses not only the fair presentation of the financial statement, adequacy of internal controls, and compliance with State legal requirements, but also addresses general Federal financial management requirements and certain legal requirements for specific major Federal grant programs.

11. PAYMENT

A local education agency must repay from non-Federal sources or from Federal funds (no accountability for which is required to the Federal Government) the amount of funds that has been finally determined through the audit resolution process to have been misspent or misapplied. The payment may be made in either a single payment or in installments over a period not to exceed three years.

12. APPEAL TO U. S. SECRETARY OF EDUCATION

In accordance with Section 425(a) of the General Education Provision Act, a local education agency may appeal a final determination of the State Department of Education to the U.S. Secretary of Education.

If, following an affirmative by the U.S. Secretary of the final determination of the State Department of Education, such local education agency refuses to repay from non-Federal funds those funds which were misspent or misapplied, the State Department of Education promptly notifies the U.S. Secretary who initiates collection action.

13. EQUITABLE SERVICES TO PRIVATE SCHOOL CHILDREN

The State Department of Education reviews the participation of eligible children attending non-public schools through the application approval process, monitoring the program and evaluation reports to ensure that equitable services and arrangements are afforded to children enrolled in private schools.

The State Department of Education's monitoring review process consists of determining eligible target areas as related to children attending private schools and/or nonprofit organizations project, when and where services are located, evaluation data, equitable cost per pupil, and involvement of private school officials in the program planning and development stages of the Chapter 1 program as related to children attending their schools.

Complaints concerning participation and equitable services for children attending private schools are handled through the local education agencies and the State Department of Education's regular complaint procedures.

14. STATE DEPARTMENT OF EDUCATION COMPLAINT PROCEDURES GENERAL

When a signed written complaint or a complaint made in person by recorded deposition or statement is received by the State Department of Education directly or indirectly via other State or Federal agencies, which alleges improper administration of Chapter 1 funds or programs, the Department makes a timely investigation and disseminates findings and actions taken by the Department to the complainants and other interested parties.

15. REFERRAL AND DISPATCH

All complaints are referred to the director of State and Federal Programs Administration Section for investigation and resolution. The director acknowledges receipt of complaint with statement that he/she is requesting review and comment from the district. He/she sends a letter with attached copy of complaint letter to the superintendent of the affected district with request for review and comment within fifteen days. If the written complaint is anonymous, the response from the districtis voluntary. Response is directed to the director of State and Federal Programs Administration Section.

Upon receipt of district response, a meeting is arranged with the director, coordinator, and specialist of State and Federal Programs Administration Section and other appropriate State Department of Education staff to determine any further actions on the resolution of the complaint.

If an on-site investigation is determined appropriate by the above group, the director appoints a team of no less than three persons nor more than five to make the investigation. The team includes either the coordinator or specialist in the State and Federal Programs Administration Section and either a representative from a local parent involvement group or a representative from a local education agency not included in the complaint. Other persons on the team may include representatives from any division and section of the State Department of Education and/or representatives from a local school district. The team and its leader are charged with making a full investigation of the complaint and writing a report of the findings to be filed with the director.

16. CONDUCT OF THE INVESTIGATION

An on-site investigation begins within thirty days from receipt of the complaint. Unless the investigating team leader can cite unusual circumstances which require additional time, the investigation is completed within sixty days following receipt of the complaint. During the course of the investigation sufficient notes are made or mechanically recorded of all testimony or evidence of witness to assist the team leader in writing a full report.

In addition to testimony received from the complainant and witnesses, the team further investigates the allegations through the interviewing and questioning of the local Chapter 1 administrator and Chapter 1 staff, the school administrator and faculty, school board members, or any other person who may be able to give information to expedite the investigation and the resolution of the issue of complaint.

The complainant or the complainant's representative, or both, and the local education agency involved have the opportunity to present evidence, and to question parties of the dispute and any of their witnesses.

17. REPORTS

At the close of the investigation, a final report is prepared by the team leader and submitted to the director of the State and Federal Programs Administration Section. The report includes the following:

1. A summarization of the substance of the allegations in the complaint and the name of the individual citizen, group, or agency making the complaint.
2. A summary of the activities engaged in by the investigating team and a summary of the findings.
3. A statement of recommended actions by the State Department of Education to resolve the issues involved in the complaint.

The director issues the necessary directives to the local education agency administration to resolve the complaint and to prepare a response to the State Department of Education within fifteen days indicating action implemented.

Copies of the State Department of Education's report and the local education agency's action are forwarded to the State Commissioner of Education for proper staff distribution and to the U.S. Secretary of Education.

18. APPEAL

The complainant and local education agency have the right to appeal the final resolution of the State Department of Education to the U.S. Secretary within thirty days after receipt of the written decision. Information regarding appeal procedures are distributed to all local education agencies as part of the State Department of Education's guidelines and regulations booklet. Information is sent to all interested parties free of charge upon request.

19. LOCAL EDUCATION AGENCY COMPLAINT PROCEDURES

Complaints against Chapter 1 programs and expenditures may be received at local, State, and national levels. The expeditious and reasonable handling of these complaints is necessary for the effective conduct of the program as well as for the promotion of community understanding and involvement. Complaints are translated into constructive suggestions and recommendations for improvement of Chapter 1 programs.

The following procedures are outlined for use at the local level.

20. COMPLAINTS RECEIVED BY THE LOCAL EDUCATION AGENCY

RECORD INITIATED - A written record containing information pertinent to both the source and nature of the complaint is initiated.

COMPLAINT HEARING - Within fifteen days following receipt of complaint, a hearing concerning the complaint is held by a hearing committee. Recommendations of the committee shall be addressed to answering the complaint. The committee is appointed by the superintendent in conjunction with a parent council representative. No less than two persons are assigned to the committee, preferably the Chapter 1 coordinator and a member of the local parent advisory committee.

HEARING MINUTES - Minutes of the complaint hearing are taken and maintained at the local education agency. A copy of such minutes along with committee recommendations and administrative action are filed with the State and Federal Programs Administration Section.

STATE FOLLOW-UP - The State and Federal Programs Administration Section maintains a record of all complaint hearings.

The Chapter 1 State coordinator reviews the records of the complaint hearing and makes contacts regarding a follow-up and possible remedial action with the local education agency.

If the complaint is not resolved to mutual consent of both parties, then either party may appeal to the State Department of Education as outlined in the Department's complaint procedures.

APPENDIX C

School District_____

Project Coordinator_____

Superintendent_____ Date of Review_____

CHAPTER I, MIGRANT EDUCATION PROGRAM MONITORING CHECKLIST

Identification and Recruitment (I&R)

YES	NO	N/A		
O	O	O	1.	COEs are accurately completed and on file for all eligible children.
O	O	O	2.	Active identification and recruitment of students in all areas of district is being done during time that parents are able to be reached at home.
O	O	O	3.	Home liaison time (work schedule) is flexible to allow visits to homes when parents are there.
O	O	O	4.	Documentation is available that home liaison activities are occurring to meet required needs of Chapter 1, Migrant programs and parents.
O	O	O	5.	Basis for eligibility of student(s) is accurately completed and can be verified.
O	O	O	6.	Recruiter / liaison is aware of eligibility requirements.
O	O	O	7.	All eligible children, including out-of-school, are appropriately identified and included on the COE (ages 0-21).
O	O	O	8.	Home liaison receives available inservice through MRC.

Comments_____

_____

Migrant Student Record Transfer System (MSRTS)

YES	NO	N/A		
O	O	O	9.	MSRTS educational and health data received from MSRTS is disseminated to all pertinent users.
O	O	O	10.	MSRTS clerk FTE, as approved on application, is implemented and documented.
O	O	O	11.	Data on the MSRTS records are checked for accuracy after they are received back from the national MSRTS office.
O	O	O	12.	MSRTS enrollment and COE data are consistent.

Comments_____

_____

Any item marked "No" requires a written plan of correction within 30 days of this report.

School District_____ Date_____

Instruction

YES	NO	N/A		
O	O	O	13.	Individual student objectives are designed to meet the specific needs of each child.
O	O	O	14.	Documentation of student progress toward meeting individual goals is evident. Student progress is shared with parents.
O	O	O	15.	Instructional staff FTE, as approved in application, is implemented and documented.
O	O	O	16.	The program size and scope implemented corresponds to the approved application.
O	O	O	17.	Books/materials being used for instruction are appropriate to subjects being taught.

Comments_____

_____

Management

YES	NO	N/A		
O	O	O	18.	Needs assessment for design of program is appropriate and documented.
O	O	O	19.	Parental involvement in planning, implementation and evaluation of program is evident and documented.
O	O	O	20.	Parental involvement and PAC activities correspond to application description.
O	O	O	21.	There is evidence that the program was designed in consultation with parents.
O	O	O	22.	Budget expenditures are within activities as approved by State Department of Education.
O	O	O	23.	Program is supplementary to basic education.
O	O	O	24.	Other supplementary and special programs are accessible to all migrant students in the school.
O	O	O	25.	Students receiving instructional services from Chapter 1, Migrant are all current migrants or ones who have been settled-out less than two years.
O	O	O	26.	Students receiving instructional services from Chapter 1, Migrant who are settled-out more than 2 years have special needs documented.

School District_____ Date_____

Evaluation

YES	NO	N/A	
O	O	O	1. Have any program improvement efforts been initiated in the past two years?
O	O	O	2. Have evaluation results been utilized in program planning?
O	O	O	3. Are standardized tests used?
O	O	O	4. Are tests administered during norming time?
O	O	O	5. Have teachers seen the results of the evaluation information from their program?

Inservice

YES	NO	N/A	
O	O	O	1. Is there documentation of inservice training for qualified personnel?

Equipment and materials

YES	NO	N/A	
O	O	O	1. Is the Chapter I inventory list current?
O	O	O	2. Are all pieces of equipment properly marked?
O	O	O	3. Is there documentation to ensure that any shared cost of equipment (district/ChapterI) is being used an adequate amount of time by Chapter I?

Exemplary features_____

_____

_____

_____

_____

Recommendations/comments_____

_____

_____

_____

_____

_____

_____

_____

APPENDIX D

STAFF DEVELOPMENT AND INSERVICE WORKSHOP DATES AND LOCATIONS

Month	Year	Date(s)	Location	Topic
August	'85	15	Goodland	Medical Needs of Students
		21-23	Most LEA's in state	Orientation for Teachers
September	'85	11-13	Minneapolis	Instructional Improvement
		18	Colby	Diabetic Workshop
		20	Dodge City	Instructional Improvement: Reading
October	'85	8-9	Hutchinson	State Meeting/Dissemination
		18	Dodge City	Writing Methods
		19	Kansas City	Math and Computers
		23	Garden City	Teaching ESL
		25-26	Chicago	Computers
		25-26	Little Rock	MSRTS
November	'85	1	Dodge City	Instructional Improvement
		8-9	Omaha	ESL
December	'85	5	Washington, D.C.	National Director's Meeting
January	'86	14	Garden City	Medical Needs
		15	Dodge City	Reading Inventory
February	'86	5-6	Hutchinson	Curriculum Coordination
		7	Dodge City	Reading
		10-14	Washington, D.C.	Recruitment Procedures
		12	Brewster	Self-esteem
		19-21	Wichita	Minority Gifted Students
		28	Topeka	Pre-school Model
		28	Garden City	Idea Exchange
March	'86	14	Bonner Springs	Motivating Students
		18-19	Wichita	PAC Meeting; KAMP
		21	Dodge City	Reading Seminar
		24	Dodge City	Summer School Needs Assessment
April	'86	2	Dodge City	Records and Evaluation
		11-12	Junction City	Reading Conference
		11-12	Salina	Bilingual/ESL
		21	Kansas City	Continuing Service
		24	Piper	MSRTS
		25-26	Leoti	Bilingual Education
		25-26	Dodge City	Improve Learning Methods; Reading Seminar
		29-30	San Diego	National Conference
May	'86	1-2		

STAFF DEVELOPMENT AND INSERVICE WORKSHOP DATES AND LOCATIONS

Month	Year	Date(s)	Location	Topic
May	'86	13	Garden City	Records; COE's; MSRTS Skills
		16	Piper	MSRTS
June	'86	2-5	Hutchinson	Certification; Dissemination; State Meeting
		6	Dodge City	Reading

APPENDIX E

DEFINITIONS

Interstate Migrant Child ..... A child who has moved with a parent or guardian within the past year across the state boundaries in order that a parent or guardian or member of his/her immediate family might secure temporary or seasonal employment in agriculture or fishing or in related food processing activities.

Intrastate Migrant Child ..... A child who has moved with a parent or guardian within the past year across school district boundaries within a state in order that a parent or guardian or member of his/her immediate family might secure temporary or seasonal employment in agriculture or fishing or in related food processing activities.

Formerly Migratory Child..... A child who has been an interstate or intrastate migrant as defined above but who, along with his/her parent or guardian, has settled in an area in which a program for migrant children is provided. The child may be eligible for up to five years of services, depending upon the date of his/her family's last movement.

Host State ..... The state in which a migrant worker maintains a temporary residence for himself and/or his family while he does farming or fishing work in that area.

Sending State ..... The state in which a migrant worker maintains a permanent residence for himself and/or his family for the major part of a year.

Comparable Access..... The local education agency gives migratory children access to all State and locally funded instructional, health, nutritional, transportation, and other services on the same basis as the local education agency provides to nonmigratory children residing in the attendance area where migratory children are being served.

Approved 5/14/86

GOALS FOR FY 1987 KANSAS STATE BOARD OF EDUCATION

The following improvement and development goals are adopted from the *Five-Year Plan 1985-1990:*

The State Board and Department of Education will endeavor —

IMPROVEMENT GOALS

A 1.0 — To develop, strengthen, and extend state systems which support excellence in the curriculum and instruction programs of local education agencies

A 2.0 — To develop, strengthen, and extend excellence in vocational and career education programs and improve transitions within and among education and training systems and institutions

A 3.0 — To support and extend excellence in the preservice and inservice training of educational personnel

A 4.0 — To provide leadership in the use of information technologies for improving and extending educational programs

A 5.0 — To continue efforts to overcome barriers which limit the educational development of special populations not currently achieving their potential

A 6.0 — To work with school districts, state institutions, parents, and other citizens in extending support and financing for Kansas schools

DEVELOPMENT GOALS

B 1.0 — To identify the learning needs of populations not currently being served by schools and assess the feasibility of extended programs in local communities

B 2.0 — To improve and extend support for vocational and career education programs

B 3.0 — To conduct a study for developing a performance-based measure for the evaluation of teacher/administrator training programs and certification

B 4.0 — To demonstrate the use of information technologies by extending opportunities for networking and developing alternative learning systems

B 5.0 — To develop affirmative programs for overcoming past barriers for equal opportunity on the basis of race, sex, national origin, geographic location, age, socioeconomic status, or handicapping condition

B 6.0 — To identify methods of increasing resources for local schools and education programs

The following traditional goals were developed for FY 1987 to maintain the seven major functions of the State Board and Department of Education:

TRADITIONAL FUNCTION GOALS

Approval

C 1 — To promote quality education through program approval of teacher and administrator preparation programs and certification and accreditation procedures which reflect the needs of educators, school districts, and students

Regulation

C 2 — To set and require state guidelines, rules and regulations, and plans to achieve balance between constitutional and legislative intent and local policies, priorities, and procedures

Research and Service

C 3 — To provide services through the State Department of Education to local education agencies in the area of technical assistance, information, and resources

Evaluation

C 4 — To assess the progress of the educational system in Kansas

Leadership

C 5 — To provide leadership in identifying needs, priorities, and goals

Finance

C 6 — To support equitable finance plans that allow local education agencies to meet present and future educational needs

Organization

C 7 — To provide an organizational structure to ensure all students the opportunity to an equitable education